

ESOL

English for Speakers of Other Languages

Customer Service Training Curriculum

Teacher Guide & Student Book

MontgomeryWorks
Sales & Service Learning Center

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A Montgomery College Partnership Project

2007

ESOL
Customer
Service
Training

This project was developed through funding from the US Department of Education, Montgomery College, and MontgomeryWorks. It was also funded in part by Abt Associates Inc., under their Adult Education Coordination and Planning Project that was funded by the U.S. Department of Education's Office of Vocational and Adult Education.



MontgomeryWorks

Background and Acknowledgments

In Montgomery County, Maryland, sales and service is a high-growth industry that employs a diverse workforce, including many immigrants. In response to this growth trend in the county, the MontgomeryWorks Sales & Service Learning Center (SSLC) in Wheaton, Maryland, working in partnership with Montgomery College, offered its first Customer Service & Retail Sales ESOL course in 2005. Funding through the national Adult Education Coordination and Planning (AECAP) project and the US Dept. of Education provided resources to develop this partnership and explore strategies to recruit, train, and connect participants with opportunities for employment.

During 2005-2007, the course and curriculum changed and evolved significantly to meet the needs of students and instructors. The first curriculum to be utilized in the course, the *Equipped for the Future (EFF) Retail Sales Curriculum*, was designed for learners of English as a second language. While this curriculum was strong in customer service skill content, students and instructors expressed a need for additional content that met learners' needs as language learners and job seekers. In response, instructors began to change the structure and content of the course, creating and sharing additional materials as the need arose.

The current course is the product of many people. Funding for the writing of the curriculum was provided through the AECAP project, Montgomery College and MontgomeryWorks. The former and current Directors of the SSLC, Rebecca Werley and Mary Ngo, worked with Donna Kinerney, Ph.D., Instructional Dean, and Emma Wilson, Program Administrator, of the Adult ESOL and Literacy-GED Program of Montgomery College, to develop and sustain the innovative partnership that made this course possible. The project also benefited from the support and expertise of Helen Coupe, Workplace Specialist, and Karen Gianninoto, ESL Specialist and Program Manager, of the Maryland Department of Labor, Licensing and Regulation.

There is no single author of this curriculum. The basis for much of the customer service skill content remains the *EFF Retail Sales Curriculum*. A significant revision of the curriculum was made by instructor Keira Ballantyne in 2006, and much of her original work appears here. Instructors Nicole Ring and Anna DeSimon contributed significantly to the curriculum, in terms of activity design, pilot testing, and consultation. Amber Gallup, the first instructor for the program, wrote this Instructor Guide and Student Book, compiled and edited the instructional material, and wrote many of the activities as well. Finally, much content from the *Crisp Learning Series' Retailing Smarts Workbooks* appears in this curriculum by permission of the National Retail Federation.

Thanks are due also to Judith Alamprese, Principal Associate of Abt Associates, for her support and knowledgeable guidance of this project through the Adult Education Coordination and Planning project.

Curriculum Overview

ESOL Customer Service Training Curriculum Overview

Unit	Day	Customer Service Skills	Job Readiness Skills	Grammar & Pronunciation Skills
Unit 1: Talking With Your Customer	1	<ul style="list-style-type: none"> • Identify main customer service/retails sales responsibilities and jobs. • Tell others about past customer service work and preferences. 	<ul style="list-style-type: none"> • Listen to the goals and life plan of another person. • Write personal goals and personal dreams. • Plan to accomplish a personal goal. • Identify customer service jobs. 	<ul style="list-style-type: none"> • Use the modal construction <i>would like to</i> to indicate a wish. • Use an adverbial clause beginning with <i>because</i> to indicate reason.
	2	<ul style="list-style-type: none"> • Describe and model a customer service attitude. • List key components of greeting the customer. • Practice greeting the customer. 		<ul style="list-style-type: none"> • Identify syllables and produce stress of multi-syllabic words. • Produce the <i>schwa</i> sound. • Use the modal construction <i>would like to</i> to inquire about and state wishes. • Use an adverbial clause beginning with <i>because</i> to indicate reason.
	3	<ul style="list-style-type: none"> • Greet the customer. • Role play: Greet the customer • Use appropriate terms of address & titles. • Determine customer needs. • Ask general open-ended questions. 	<ul style="list-style-type: none"> • Identify and write own current job skills. • Identify at least 3 personal employment references. 	<ul style="list-style-type: none"> • Pronounce word-final [ng] clearly. • Articulate word endings to enhance comprehensibility. • Produce question intonation. • Produce stress of multi-syllabic words.

Unit 1: Talking With Your Customer	Day	Customer Service Skills	Job Readiness Skills	Grammar & Pronunciation Skills
Unit 2: Meeting the Customer's Needs	4	<ul style="list-style-type: none"> • Express opinions and make suggestions in a workplace context. • Observe the customer. • Role Play: Observe The Customer • Ask specific open-ended questions. • Assign Mystery Shopper homework 		<ul style="list-style-type: none"> • Use Wh-questions and responses. • Produce question intonation. • Use simple expressions for offering suggestions and giving advice
	5	<ul style="list-style-type: none"> • Fit the product to the customer. • Talk about size. 	<ul style="list-style-type: none"> • List one's ideal jobs. • List one's goals for the future. 	<ul style="list-style-type: none"> • Use Wh-questions. • Emphasize focus words. • Phrase words into thought groups and pause between the phrases.
	6	<ul style="list-style-type: none"> • Listen actively to the customer. • Read and summarize an article about listening actively. 	<ul style="list-style-type: none"> • Introduction to the reference list • Role play: Ask someone for permission to use them as a job reference. 	<ul style="list-style-type: none"> • Practice clear speech.
	7	<ul style="list-style-type: none"> • Identify features and benefits. • Describe products. • Read and write an advertisement. 	<ul style="list-style-type: none"> • Introduction to the SSLC computer lab. • Begin to type the reference list. 	<ul style="list-style-type: none"> • Practice clear speech.

Unit 2: Meeting the Customer's Needs	Day	Customer Service Skills	Job Readiness Skills	Grammar & Pronunciation Skills
	8	<ul style="list-style-type: none"> • Present an advertisement. • Identify features and benefits. • Learn about the products you sell. • Read a product label. • Role play: Talking about size, features, and benefits. 	<ul style="list-style-type: none"> • Give constructive feedback to others. 	<ul style="list-style-type: none"> • Use Wh-questions.
	9	<ul style="list-style-type: none"> • Describe features. • Compare products. • Express preferences. • Make suggestions. 	<ul style="list-style-type: none"> • Learn about interviews in the United States. • Role Play: Practice the handshake. 	<ul style="list-style-type: none"> • Use comparatives and superlatives. • Identify focus words. • Phrase words into thought groups and pause between the phrases. • Use Wh-questions.
	10	REVIEW AND ASSESSMENT DAY	REVIEW AND ASSESSMENT DAY	REVIEW AND ASSESSMENT DAY
	11	<ul style="list-style-type: none"> • Dress for success • Offer choices 	<ul style="list-style-type: none"> • Build interview skills. (Sometime this unit: Take a tour of the MontgomeryWorks One Stop) 	<ul style="list-style-type: none"> • Identify focus words. • Phrase words into thought groups; pause between them.

Unit 3: Working at a Store	Day	Customer Service Skills	Job Readiness Skills	Grammar & Pronunciation Skills
	12	<ul style="list-style-type: none"> • Learn about malls. • Identify types of retail stores and departments. • Identify the benefits of working in retail sales • Direct a customer to a department. • Find information in a retail sales environment. 	<ul style="list-style-type: none"> • Talk about preferences in work and the culture of work in the United States. 	<ul style="list-style-type: none"> • Use polite expressions. • Use comparatives and superlatives. • Use an adverbial clause beginning with <i>because</i> to indicate reason.
	13	<ul style="list-style-type: none"> • Identify retail departments. • Suggest alternatives. • Identify characteristics of an inviting store. 	<ul style="list-style-type: none"> • Build interview skills. • Introduction to the resume. 	<ul style="list-style-type: none"> • Articulate word endings to enhance comprehensibility. • Use polite expressions. • Identify focus words. • Identify thought groups and pause between them.
	14	<ul style="list-style-type: none"> • Make suggestions and recommendations. • Know when to refer a customer elsewhere. • Role play: Offer Alternatives • Promote safety on the job 	<ul style="list-style-type: none"> • Build interview skills. • Write the resume. (Reference List finished today) 	<ul style="list-style-type: none"> • Demonstrate control of polite expressions. • Use simple expressions for offering suggestions and giving advice. • Demonstrate interrupting and turn-taking skills.

Unit	Day	Customer Service Skills	Job Readiness Skills	Grammar & Pronunciation Skills
Unit 4: Using the Telephone	15	<ul style="list-style-type: none"> Identify workplace telephone skills and tasks. Answer the telephone. Transfer a call. End a telephone call. 	<ul style="list-style-type: none"> Build interview skills. 	<ul style="list-style-type: none"> Spell names clearly. Ask for repetition and clarification. Produce proper sentence and question intonation. Use polite expressions. Use idiomatic expressions.
	16	<ul style="list-style-type: none"> Use appropriate telephone terminology. Leave a message. Take a message. 		<ul style="list-style-type: none"> Pronounce telephone numbers using chunking, intonation, and pauses. Use polite expressions. Use idiomatic expressions.
	17	<ul style="list-style-type: none"> Use appropriate telephone terminology. Serve two customers at once. Provide balanced service. Role play: Serve two customers at once. 	<ul style="list-style-type: none"> Solve workplace problems as a team. Describe the process of finding a job. Read job ads. 	<ul style="list-style-type: none"> Interrupt someone politely. Ask for repetition. Ask for clarification with wh-question words.
	18	<ul style="list-style-type: none"> Give location information and directions over the phone. Create a resource list. Give product and store information over the phone. End a telephone call. Role Play: Telephone Skills & Ending the Call 	<ul style="list-style-type: none"> Build interview skills. 	<ul style="list-style-type: none"> Link words together. Use polite expressions. Use idiomatic expressions.

Unit 4: Using the Telephone	Day	Customer Service Skills	Job Readiness Skills	Grammar & Pronunciation Skills
Unit 5: Closing the Sale	19	<ul style="list-style-type: none"> • Put a customer on hold. • Give product and store information over the phone. • Role Play: Put a Customer on Hold. • Give location information and directions over the phone. 	<ul style="list-style-type: none"> • Identify job qualifications in self and others. • Fill out job applications. • Finish resumes. 	<ul style="list-style-type: none"> • Use wh-questions and responses. • Use idiomatic expressions.
	20	REVIEW DAY	REVIEW DAY	REVIEW DAY
	21	<ul style="list-style-type: none"> • Talk about money. • Recognize buying signals. • Ask for the sale. • Identify names of U.S. coins and bills. • Count back change. 	<ul style="list-style-type: none"> • Prepare for online job applications. 	<ul style="list-style-type: none"> • Pronounce large numbers.
	22	<ul style="list-style-type: none"> • Use a cash register. • Reconcile a cash register. • Role Play: Do a cash transaction. 		<ul style="list-style-type: none"> • Use polite expressions. • Use idiomatic expressions. • Articulate word endings to enhance comprehensibility.
	23	<ul style="list-style-type: none"> • Accept credit cards as payment. • Accept checks as payment. • Role play credit card and check transactions. 		<ul style="list-style-type: none"> • Use polite and idiomatic expressions.

Unit 5: Closing the Sale	Day	Customer Service Skills	Job Readiness Skills	Grammar & Pronunciation Skills
	24	<ul style="list-style-type: none"> • Identify types of sales, discounts, and promotions. • Describe a sale, promotion, discount, or clearance. 	<ul style="list-style-type: none"> • Take personality tests that are part of online job applications. • Use a Likert Scale. • Fill out online applications. • Build interview skills. 	<ul style="list-style-type: none"> • Use idiomatic expressions. • Use phrasal verbs.
Unit 6: Handling the Problems and Complaints	25	<ul style="list-style-type: none"> • Identify the characteristics of different kinds of sale events. • Suggest additional merchandise. • Role Play: Suggest additional merchandise. 		<ul style="list-style-type: none"> • Give reasons using adverbial phrases beginning with the word <i>because</i>. • Demonstrate control of simple expressions for offering suggestions.
	26	<ul style="list-style-type: none"> • Suggest additional merchandise. • Explain returns policies to customers. • Read and explain warranties. 	<ul style="list-style-type: none"> • Ask for permission politely. • Role Play: The Interview 	<ul style="list-style-type: none"> • Demonstrate control of simple expressions for offering suggestions.
	27	<ul style="list-style-type: none"> • Respond to complaints. • Deal with angry customers. • Explain customer complaints to supervisors. 	<ul style="list-style-type: none"> • Give advice and suggestions to co-workers. 	<ul style="list-style-type: none"> • Use modals to offer advice and make suggestions, with attention to register. • Use embedded statements to report speech.

Unit 6: Handling Problems and Complaints	Day	Customer Service Skills	Job Readiness Skills	Grammar & Pronunciation Skills
Unit 7: Ready to Work	28	<p style="text-align: center;">REVIEW DAY</p>	<p style="text-align: center;">REVIEW DAY</p>	<p style="text-align: center;">REVIEW DAY</p>
	29	<ul style="list-style-type: none"> • Solve customer service problems. 	<ul style="list-style-type: none"> • Work as a team. • Give retrospective advice to co-workers. • Identify one's rights on the job. 	<ul style="list-style-type: none"> • Use complex sentences and modals to discuss hypothetical situations.
	30	<ul style="list-style-type: none"> • Take the Retail Readiness Assessment. 	<ul style="list-style-type: none"> • Role Play: The Interview 	<ul style="list-style-type: none"> • Take the Retail Readiness Assessment.
	31	<p style="text-align: center;">TAKE CASAS POST-TESTS</p>	<ul style="list-style-type: none"> • Write plans for the future. 	<p style="text-align: center;">TAKE CASAS POST-TESTS</p>
	32	<ul style="list-style-type: none"> • Review the customer service skills that have been learned in the course. 	<ul style="list-style-type: none"> • Describe plans for the future. <p style="text-align: center;">GRADUATION!</p>	

Teacher Guides

Unit 1: Talking With Your Customer

Day 1

Objectives:

Customer Service Skills	Job Readiness Skills	Grammar and Pronunciation Skills
<ul style="list-style-type: none">• Identify main customer service/retail sales responsibilities and jobs.• Tell others about past customer service work and preferences.	<ul style="list-style-type: none">• Listen to the goals and life plan of another person.• Write 5 personal goals and 4 personal dreams.• Plan to accomplish a personal goal via 5 written steps.• Identify customer service jobs	<ul style="list-style-type: none">• Use the modal construction <i>would like to</i> to indicate a wish.• Use an adverbial clause beginning with <i>because</i> to indicate reason.

Materials/Preparation:

- New student binders
- World map (on classroom wall)
- Pins with plastic flags
- *Stand Out 4* Audio CD, Track 3 (if you have permission to use this in your program)
- Student Book Unit 1

Key Vocabulary:

customer	represent
customer service	ring up
goal	sales associate
qualifications	teller

Notes to Instructor:

Write your name and that of the course on the board. Make sure everyone signs in.

The first day of class is the best time to begin creating a positive, energetic class dynamic. Take your time on the introductory activities, and save the paperwork and most of the policies for the end of the class session. One exception to this guideline is the introduction of the SSLC usage policy. It is a good idea to address this policy before break so that students do not bring food or drinks back into the classroom.

Warm-up: Line Up

20 minutes

Set up

1. Welcome class. / Introduce self. / Announce agenda:

- a. get to know each other
- b. talk about customer service
- c. talk about the course and our goals
- d. fill out forms

2. Ask one student how long s/he has been in the country. Write the question and the answer on the board. Have students repeat:

- Q: How long have you been in the United States?
A: I've been here for 5 years.

Process

3. Ask students to stand up. Then, ask them to line up according to the number of years they have been in the country (the person with the most years at one end; the person with the least years at the other). Tell them they must ask and answer the questions amongst themselves in order to line up correctly. Assist where necessary.

Reportback & Feedback

4. Once students are lined up, check as a group to find out if they did so correctly.

Wrap up

5. Pair students up according to the results (i.e., pair up the two who have been here the shortest/longest amount of time, etc.) Ask the pairs to sit down together at the tables.

Activity: Interview and Introduction

25 minutes

Set up

1. Write the following three questions on the board:

What is your name?

Where are you from?

What is special or unusual about you?

2. Choose a student and model the exchange, writing the model answers on the board. The third question can cause confusion, so give a few example answers for yourself.

Process

3. Ask students in pairs to interview each other. Circulate to assist.

Reportback & Feedback

4. Ask students to take turns introducing each other to the class. Take notes on their names and their special and unusual characteristics. When they are finished, go through your notes and ask the class to identify their classmates by name based on the information you supply. For example, “Who has five children?”, “Who is from Madagascar?”, “Who likes to play the guitar?”

Wrap up

5. Finally, pass out the flagged pins for the map and ask students to come up and put a pin in their place of origin. Afterwards, take a moment to show the points of origin of the classmates, highlighting those who might come from the same place, the most far-away places, etc.

Presentation: Introduction to the Course

25 minutes

Note to Instructor: Take this opportunity to introduce the course to students and take their questions.

Set Up

1. Give an overview of the goals of the course and some examples that illustrate each:
 - a. Learn and practice customer service skills
Examples: greeting the customer, describing products, asking good questions, using the telephone, using a cash register, handling angry customers
 - b. Prepare to get a customer service job
Examples: practicing for interviews, writing a resume and reference list, filling out online applications, learning how to search for jobs, improving computer skills
 - c. Improve English – especially listening and speaking for the workplace, but also reading and writing as well

Process

2. **Portfolio:** Emphasize the fact that the course is intensive and job-focused. We give a lot of support to their search for a job, which is a key aspect of the course. As such, students will be developing their portfolio during the class. The portfolio is a packet of information and tools that students can use in their job search and during interviews. It will eventually contain their resume, reference list, and job search and interview tools. At the end of the course, they will receive a black folder in which to keep their portfolio. For now, they will just keep their portfolio pieces in the Portfolio section of their binder, and in the side pockets of the binder itself. Emphasize that they should keep any papers that they receive or use in class – never throw anything away.

3. Also emphasize the fact that the class will constitute a learning community. We should learn each others' names right away and help each other to improve as much as possible throughout the next 8 weeks, and beyond. If you are able, tell a few anecdotes from your experience about previous students who have had successful experiences in the class.

Wrap Up

4. Pass out student binders. Tell students the binders are theirs to keep. They should bring them every day *or* leave them at the SSLC each day. Occasionally they will receive handouts which they should hole-punch and put directly into their binders, in the corresponding unit section.

5. Students should also bring a notebook in which to write their daily class notes and a pen or pencil each day.

Note to Instructor: This is a good time to take a break. Before break, you may want to give students a brief tour of the SSLC. Point out where the restrooms are, explain that they can use the small refrigerator to keep their food for break (as long as they keep things clean.)

Presentation and Activity: Introduction to Customer Service

25 minutes

Set Up

1. Ask students: "What is customer service? What are the responsibilities in a customer service job?" and write their ideas on the board. Elicit the following:

- help people
- answer questions
- sell products & take orders
- provide technical service
- obtain information from customers
- represent the company; be the "face" of the company for the public
- give information
- speak on the telephone
- ring up customers
- handle problems

Process

2. Lead students from these general answers into a discussion of what jobs are customer service jobs. List them on the board as they are volunteered. Elicit the following and help define unfamiliar terms:

- sales associate (in a store)
- help desk position
- web-based company position
- bank teller
- call center operator
- secretary

3. Find a couple students who already have (or have had) jobs in customer service. Ask those students what they liked and disliked about those jobs and why. Encourage them to use adverbial clauses beginning with *because* to provide reasons for their preferences. Model the construction on the board:

Example: I liked my banking job because I enjoy mathematics.

4. Ask students to get into groups of three and discuss what customer service jobs they have done in the past, if any (in their home countries *or* in this country.) Ask them to discuss what they *liked* and *disliked* about those jobs and *why*. Encourage them to use adverbial clauses beginning with *because*, using the example on the board as a model.

Reportback & Feedback

5. Ask volunteers to report back to the class. As a group, discuss students' experience and how that might be helpful throughout the course. Encourage the use of *because*. Encourage and practice the clear pronunciation of past tense verb endings.

Transition

6. Move from this discussion into the next activity, in which students will listen to someone's goals and then write their own. Mention the fact that we are talking about the jobs we did in the past (or perhaps in the present), while in this course we will be preparing for our future. The first part of this preparation involves setting goals.

Activity: Setting Goals

30 minutes

NOTE: This activity is only to be used if your course has permission to use Stand Out 4. See the Bibliography for Stand Out 4 publication information.

Set Up

1. Elicit the definition of *goal* from the class. Write the group's definition(s) on the board and help them arrive at a consensus on the definition.

Process

2. Tell students they are going to read about the goals of Bitá, an Iranian immigrant. Ask students not to use a dictionary or translator during the first reading. They should just read for general meaning.

3. Ask: "What are Bitá's goals?"
"What is she doing to make her goals a reality?"
"What is her dream?" ("What would she like to do?")

Take time to discuss the difference between a goal (a concrete achievement within a given, realistic time frame) and a dream (a wish for the future, which may or may not be achieved within a given time frame.)

Also, highlight the difference between the modal *will* (used here with goals) and the construction *would like to* (used here to express dreams). Ask students the following:

Tell me about a dream you have for your future.

Elicit a few students' dreams and encourage them to use *would like to*. Write a few example sentences on the board.

4. Ask students to write 3-5 of their own future goals, and their dreams. Circulate to assist with grammar and expression. When they are finished writing, elicit a few goals from volunteers.

5. Now, draw students' attention to instructions in the book. Play track 3 (starting at 0:12) of the Standout 4 CD twice. Pairs can compare answers. Review answers with students. The answers for this section are below:

Steps	Completion Date
Step 1: Study English.	Spring 2004
Step 2: Register for college.	Fall 2004
Step 3: Get degree.	Spring 2008
Step 4: Become an intern.	Summer 2008
Step 5: Get license.	Winter 2009
Step 6: Become a partner in a firm.	2010

6. Finally, ask students to turn to the sheet (**SB 1:3**) where they wrote their own goals, choose *only one*, and fill in the chart for that goal in Part C of **SB 1:2**.

Reportback & Feedback

7. Ask a few volunteers to present their plan to the class. Discuss responses as a class and give individual feedback where possible.

Presentation: SSLC and course policies

15 minutes

1. Pass out and review the SSLC usage policy form with students. Give students time to read and sign it. In your discussion of the policies, emphasize the following:

- Always check in at the front desk before entering the facility.
- Computers at the SSLC are for learning and job search; books are to be used here.
- Attendance policy: No more than 3 unexcused, and 6 total, absences are permitted.
- An absence is excused if the student telephones ahead of time and if the excuse is one which would be appropriate in a workplace (e.g. illness).
- Arrive on time or early. If you are going to be late, call ahead (just like a workplace).
- Turn off cell phones. Never answer them in class. You can make calls outside during break.
- No food or drink (except for water) inside the classroom.
- The SSLC / Montgomery College inclement weather policy.

Wrap up

25 minutes

The last half hour of class time can be used for filling out the necessary forms. Announce that tomorrow we will practice greeting the customer.

Unit 1: Talking With Your Customer

Day 2

Objectives:

Customer Service Skills	Job Readiness Skills	Grammar and Pronunciation Skills
<ul style="list-style-type: none"> • Describe and model a customer service attitude. • List key components of greeting the customer. • Practice greeting the customer. 		<ul style="list-style-type: none"> • Identify syllables and produce stress of multi-syllabic words. • Produce the <i>schwa</i> sound. • Use the modal construction <i>would like to</i> to inquire about and state wishes. • Use an adverbial clause beginning with <i>because</i> to indicate reason. • Pronounce word-final [ng] clearly.

Materials/Preparation:

- 4 index cards
- SSLC Tape: Greeting the Customer
- Photocopies of **TG 1:36**, *Words for Syllable Activity*, each copy cut and shuffled – one copy per student pair
- Flip chart paper or posterboard (optional)

Key Vocabulary:

appropriate
attitude
courteous
eye contact
friendly

greet
greeting
inappropriate
manage
polite

pushy
rude
shift
stress
syllable

unclear

Notes to Instructor:

It is a good idea to write the day's goals on the board. Go over them with students before class begins and review them again at the end.

Today you will begin teaching syllables. For more background on the teaching of syllables and pronunciation generally, see Gilbert 2005 Clear Speech Teachers Resource Book, Units 1 & 3.

Warm-up: Find Someone Who...

20 minutes

Set Up

1. Begin the class by asking a few students what they *would like* to do in class today. Get a few different suggestions from them, and use these suggestions to ask other students about their preferences.

Examples: *Sumana, would you like to practice greeting the customer today?*
Francois, would you like to use the computers today?

Yes, I would.

No, I wouldn't.

Write at least one of the questions, and both a negative and a positive answer, on the board as a model. Have students practice the pronunciation of the questions and answers. Have them pay special attention to the pronunciation of the negative response and the consonant cluster [dnt].

Process

2. Students should read the instructions for Part A on **SB 1:4, Find Someone Who....** Go through the example with the class before they begin. Circulate to assist. Congratulate the first person to get a name on every blank.

3. Review the findings as a class. Ask follow-up questions of some students to get the reasons behind their wishes and encourage them to use to adverbial clauses beginning with *because*.

Reportback & Feedback

4. Ask students to complete Part B. Ask volunteers to present their answers to the class. Find out if other students in the class agree or disagree with their classmates.

Presentation and Activity: Greeting the Customer

40 minutes

Set Up

1. Introduce the topic by asking students, “What is the first thing you should say to the customer?” In the top left corner of the whiteboard, write a few of their suggestions (example: *Hello. How may I help you today?*) Explain that this is called “greeting” the customer and that will be the first customer service skill that you practice together. Leave what you have written. You will use it later.

2. Write the words *appropriate* and *inappropriate* at the top of the board, leaving plenty of space between and below each word. Explain that there are appropriate ways to behave and appropriate things to do when you greet the customer. There are also inappropriate things to say and do. Refer to the suggestions in the corner of the board and write *Greet the customer politely* under *appropriate*. Make sure students understand the definition of *polite*, *appropriate*, and *inappropriate*, and practice the pronunciations of the words.

Process

3. Ask students to get into pairs or small groups, and come up with ideas about what one should remember to do when greeting a customer (i.e., what is appropriate), and what one shouldn't do (i.e., what is inappropriate).

4. After 6 or 7 minutes, bring the class together again. Ask for groups to report some of their ideas. Write them on the board under appropriate and inappropriate, and take time to discuss and elaborate where necessary. Encourage students to use *should* and *shouldn't*, and *appropriate* and *inappropriate*. Point out that many of these behaviors are not only relevant to greeting the customer, but are key parts of the *customer service attitude*. Review the cultural notes in and below the table below before you teach this section, and be sure to cover all or most of the following points:

Appropriate	Inappropriate
Greet the customer politely.	Don't stand too close to the customer.
Be friendly, courteous, and professional.	Don't touch the customer.
Speak clearly and slowly enough to be understood.	Don't be unclear or talk too fast.
Greet the customer promptly [within the <i>first 10 seconds</i>].	Don't be pushy. [Instead, be professional and relaxed.]
Make and maintain eye contact.	Do not chew gum or eat. That is rude.
Smile! [This shows you are interested and friendly.]	Avoid saying things that are too personal or casual.
Acknowledge everybody in the shopping party.	

Instructor Notes: Take time to elaborate upon the key points above as they are suggested by students and where necessary. Be sure to point out that these behaviors are key parts of the customer service attitude – not just greeting the customer. Also, remember that some students come from cultures with significantly different practices regarding personal space, touch, and other practices. Keep in mind the following:

- In the United States, the distance between a sales associate and a customer should be at least 2 feet, and is often up to 4 feet or farther. Americans generally prefer more personal space than people in Mediterranean and Latin American countries, and more than men in Arab countries. (New York Times, November 16, 2006, *In Certain Circles, Two is a Crowd*).
- The United States is generally a touch-avoidant culture. It is generally recommended that, in a work environment, people not touch at all (except for handshakes). (Richmond, V. P., & McCroskey, J. C. 2004. *Nonverbal behavior in interpersonal relations*. 5th Ed., Boston, MA: Allyn & Bacon.) Some students may find this surprising.
- Spend a few minutes discussing what it means to “speak clearly”. Point out that it is not only clear pronunciation. It is also speaking slowly and loudly enough to be understood (but not too slow and not too loud!)

4. The last step of the presentation is to generate and practice the remaining “stock expressions” for greetings. Generally speaking, the verbal greeting has two parts: 1. a basic greeting or acknowledgement of the customer’s presence, and 2. a question that creates an opening for discussion. Using this two-part structure, elicit some stock expressions from students and add them to the existing list in the corner of the board OR write them on poster board or flipchart paper that can be left on the wall for future reference:

Hello. How may I help you?

Good afternoon. How can I help you today?

Good morning. What can I help you with today?

Hello. Are you looking for something special today?

Tell students that the customer may respond to the greeting by asking for help with something. However, he or she may also just say that they don’t need any help. In that case, the sales associate can say:

Certainly. If you need any help, just let me know.

5. Lead the class in practicing the pronunciation of the stock expressions (with smile and appropriate intonation!)

Performance & Feedback

6. Finally, ask students to pair up, stand up, and practice greeting each other several times. Circulate and remind students to smile, speak clearly, make eye contact, etc.

Wrap Up

7. Explain to the class that they will be practicing greetings more later in the unit.

Post-break Activity: A Guessing Game

10 minutes

Set Up

1. During or right before break, write one of the following words on each of four index cards: *appropriate, rude, unclear, pushy*. Privately and one-by-one, take aside four students and ask them to play a small role for the class after break. They will be the sales associates and will greet you, the customer, in the manner described on the card.

2. Write the four words on the board. When the class assembles again after break, explain that they will have to watch their classmates (sales associates) greet you (the customer), and then guess what word describes the greeting.

Process

3. Have one of the volunteer students with cards come up to the front of the room. Leave the room and come back in through the door, looking around as though you were a customer. Role play the greeting scenario with each of the four volunteer students.

Reportback & Feedback

4. After the role play is finished, and the class has guess the word that describes the greeting, discuss why they chose to describe the greeting in that way. What were the characteristics that made it pushy, rude, etc.

Transition

5. Use this discussion to transition smoothly into the listening activity that follows.

Activity: Greeting the Customer 1 & 2 – Listening

25 minutes

Set Up

1. Ask students to read the instructions on **SB 1:5**, *Greeting the Customer 1* . Emphasize that, if they feel that a greeting they hear is inappropriate, they must write why they think so.

Process

2. Play the tape, *Greeting the Customer*, at least two times. Discuss the answers and the reasons with the students. Encourage students to use adverbial phrases beginning with *because* to state their reasons.

Here are the **answers** to the worksheet:

	Appropriate or Inappropriate?	Why?
1	Inappropriate	Rude
2	Appropriate	
3	Inappropriate	Too fast
4	Appropriate	
5	Inappropriate	Too fast and too pushy
6	Inappropriate	Unclear. [A little. This one could go both ways]

3. Ask students to listen to the tape two more times. As they listen, they should fill in the blanks on **SB 1:6**. *Greeting the Customer 2*, with the missing words.

Reportback & Feedback

4. After they listen, students should compare their answers with a partner. Review any difficult spellings on the board and give individual feedback where possible.

Transition

5. The last greeting in the previous activity may have been judged inappropriate because it is somewhat unclear. Use this fact to transition into the presentation on syllables by stating that speech clarity has a lot to do with rhythm and intonation in English –in other words, the music of the language. Syllables are the basic building blocks of English rhythm. If we pay attention to syllables, we can speak more clearly.

Presentation and Activity: Syllables

25 minutes

Set Up

1. Introduce the concept of syllables. Write the words *sale*, *retail*, *customer*, and *appropriate* on the board. Ask students to listen to you say the words. Then, say them again, this time clapping the syllables out lightly as you say them. Next, ask students to say the words together as a group, clapping the syllables as they speak.
2. Explain that you clap once for each *syllable*. Ask students to identify how many syllables are in each of the words on the board.

Process

3. Ask students to pair up, and give each pair a face-down stack of vocabulary word cards from **TG 1:36, Words for Syllable Activity**. Ask them to practice together, pulling one card at a time and counting the syllables in each word. Insist that they either lightly clap or tap their fingers in order to count the syllables.

Reportback & Feedback

4. Circulate to listen and assist, taking notes on words that seem to be particularly difficult.
5. Do not collect the cards after students have finished. As a whole class, discuss the number of syllables on some of the difficult words (like *chocolate*) and practice. Give individual feedback.

Presentation and Activity: Stress

Set Up

1. Use the preceding whole-class discussion on syllables to transition into an introduction of the concept of *stress*. Model the pronunciation of a few of the difficult words you have been discussing and point out that you give more vocal emphasis to one of the syllables over others. The vowel in this stressed syllable is particularly long. For example, the first syllable in *radio* is stressed. As such, the [a] sound is noticeably longer than the [i] and the [o].

Read a few words from the cards and have students repeat words after you, focusing on stress and vowel length. Have them name the number of the syllable where the stress is found (e.g., the *first* syllable).

Process

2. Using your own stack of cards, read words one by one. Instruct students to silently indicate the number of the syllable where the stress is located by holding up the corresponding numbers of fingers. (This ensures that some students will not distract others by giving the answers aloud too quickly.) Watch the fingers and repeat words if some indicate the incorrect number.
3. Once you feel that students understand the concept of stress and can identify it in words, introduce the concept of the *schwa*. Explain that the unstressed vowels in a word are often pronounced as a *schwa*, or a very short, unclear vowel sound. It is very common in English.

Write the following words on the board. Model their pronunciation and then have students repeat. Identify the syllables that have a *schwa*. Identify the stressed syllable in each word.

America *customer* *associate* *professional* *company* *technical*

Point out that *not all* unstressed syllables have a *schwa* sound. Some unstressed vowels are simply short and clear, while stressed vowels are long and clear. The schwa is short and unclear.

Practice & Feedback

4. Students should now return to the same pairs. This time, one student can read a word to his/her partner, and the partner can say where the stress is located. Then, both students should practice the pronunciation of the word, with attention to the *schwa* sound. Circulate to assist.

Assessment: Syllables and Stress

20 minutes

Set Up

1. Ask students to open to **SB 1:7, *Syllables and Stress: Assessment***, and go over the instructions with students.

Process

2. Read the list of the words below, saying each word twice. Instruct students to write the words that they hear.

- | | |
|---------------|---------------|
| 1. retail | 6. supervisor |
| 2. attitude | 7. chocolate |
| 3. employment | 8. represent |
| 4. sales | 9. polite |
| 5. service | 10. need |

3. Now, say each of the words again once. Ask the students to write the number of syllables in each word on the blanks provided. Do one example on the board with the word *professional* to make sure that students understand what to do.

4. Say each of the words once again. This time, ask students to underline the stressed syllable in each word. Model the example word *professional* on the board to make sure students understand what to do.

5. Say each of words a final time. Ask students to circle any syllable that contains a *schwa*. Model this on the board with the word *professional*.

Reportback & Feedback

6. You can either collect the assessments and record how students performed, or use peer- or self-correction process.

Wrap up

5 minutes

Remind students that the class has focused today on the customer service attitude, greeting the customer and also on syllables and stress. Awareness of syllables and stress can help us speak more clearly and be understood by others. Day 3 of Unit 1 begins with a focus on speaking clearly, so it is useful to call students' attention to these points at the end of Day 2.

You may choose to wrap up the class by asking students to revisit their list of stock phrases for greeting the customer that they created in the beginning of class. They can practice pronouncing the greetings again – this time, with attention to syllables, stress, and the pronunciation of unstressed syllables. Here again are some stock phrases for greetings:

Hello. How may I help you?

Good afternoon. How can I help you today?

Good morning. What can I help you with today?

Hello. Are you looking for something special today?

Certainly. Let me know if you need any help.

Homework: Reading Activity: *Determining a Customer's Needs* on **SB 1:10** and questions on **SB 1:11**.

Unit 1: Talking With Your Customer

Day 3

Objectives:

Customer Service Skills	Job Readiness Skills	Grammar and Pronunciation Skills
<ul style="list-style-type: none"> • Greet the customer. • Use appropriate terms of address and titles. • Determine customer needs. • Ask general open-ended questions. 		<ul style="list-style-type: none"> • Articulate word endings to enhance comprehensibility. • Produce question intonation. • Produce stress of multi-syllabic words.

Materials/Preparation:

- *Mix & Match Cards*, **TB 1:43** , copied onto cardstock, cut, and shuffled
- Cut-out magazine images of different people (see SSLC Instructor Resource Shelf)
- SSLC Audio Tape: *What are his interests?*
- Flipchart paper or posterboard (optional)

Key Vocabulary:

anticipate	Mr.	tune in
determine	Mrs.	
impression	Ms.	
Ma'am	Sir	
Miss	skill	
motive	standard	

Notes to Instructor:

Last night's reading homework, *Determining a Customer's Needs*, will be discussed during today's class. You may also wish to take some time at the end of class to go over the answers to the homework and answer any questions. Collect the homework and review it in a timely manner in order to provide students with feedback on their work.

Please note that in Unit 2, you will need to use the computer lab. It may be advisable to schedule the use of the computer lab now for that day, or adjust your lesson plans accordingly.

Warm up: The Gossip Game

20 minutes

This warm up activity re-focuses students on clear speaking, which was discussed on Day 2 of this unit.

Set Up

1. Ask students to get into a large circle or a line, with some space between each person. It is wise to ask an advanced student to be the first person in line or stand nearest you in the circle.
2. Ask students to tell you what *gossip* is. Make sure that everyone understands the definition, and tell them that the game you are going to play is called *The Gossip Game*.
3. Announce that you are going to whisper a sentence in the ear of the person nearest you. S/he, in turn, will whisper it to the next person. The sentence can be said *only* two times to the same individual. It is important to speak clearly, but not so loudly that the next person in line can hear the sentence. Note that this is an excellent time to quickly review how to ask for repetition: *Could you repeat that, please?* Practice this phrase with students before you begin.

Process

4. Start the game. Use one of the following sentences (or make one up):

She wants to buy a yellow dress.
He is looking for some sports socks.
She wants to buy a gift for her mother.

Miss Parker would like a large coffee.
We are sold out of size 11.
I want to buy a flat screen T.V.

5. Ask the last person in line to tell the class what s/he heard. It will most likely be something different (perhaps very different) from the original sentence. Discuss why this is – what were the problems? Did you feel that the person next to you spoke too quietly? Too quickly? With an accent?

Discuss what can be learned from the activity. Emphasize that, in order for others to understand us, we must speak clearly. Despite the fact that we may have accents, we can use techniques (like attention to syllables and stress, speaking more slowly, etc.) to help others understand us.

6. Draw students' attention to the fact that consciously and clearly articulating the *ends* of words is a key to helping others understand. Ask students to refer to **SB 1:8, Speaking Clearly**. Have students practice pronouncing these sentences, paying particular attention to their pronunciation of the ends of the words. First let them listen to you pronounce the sentences, then have the class do it together as group. Next, ask each individual to read a sentence aloud.

Reportback & Feedback

7. Finally, have students practice pronouncing the sentences in pairs, constructively critiquing each other's articulation of the ends of words. Circulate among students to assist and to give individual feedback.

Transition

8. Use the discussion about clear speech, above, to transition into a review of yesterday's lesson on greeting the customer.

Presentation: Terms of Address

20 minutes

Note to Instructor: It is very likely that questions regarding the use of titles (Mr., Mrs., etc.) will come up during this presentation and activity. You must distinguish between terms of address and titles, so tell students that you'll discuss titles later in today's class. Make a clear distinction between terms of address, which are used when you do not know the person's first or last name (and sometimes when you do know that information), and titles, which are used with a person's last name). Terms of address are more common and usually more appropriate in the interactions between the customer and the retail sales associate that we commonly deal with in class.

Set Up

1. Remind students of yesterday's overview of greeting the customer. Write the stock phrases back on the board (or refer to the poster paper on the wall):

Hello. How may I help you?

Good afternoon. How can I help you today?

Good morning. What can I help you with today?

Hello. Are you looking for something special today?

Process

2. Gather a few of the magazine pictures together. You should choose a picture of a middle-aged woman, a man, and a girl or young woman. Show the picture of the middle-aged woman and ask the class, *How would you greet her?*

Attempt to elicit the word *Ma'am*. For example, *Good afternoon, Ma'am. How may I help you?* Emphasize the correct pronunciation of *Ma'am*. Many students pronounce it exactly like the word *Mom*, which could be confusing or even insulting to customers they address in this way.

Do the same with the other two pictures. Elicit and practice *Sir* and *Miss*.

Point out that these terms of address are useful because you do not need to know the customer's name in order to use them.

Notes to Instructor: As a class, discuss the U.S. cultural aspects of deciding when to use *Ma'am* or *Miss*. Point out that, in the United States, the basis for the decision between these two forms of address is not clear cut. Generally, one could say that *Ma'am* is used for married women or those who are clearly middle-aged or older. *Miss* is used for girls, unmarried women, or, often, for women who are clearly younger than middle age. However, there is definitely a gray area when addressing women who are roughly between the ages of 20-40. When marital status is not obvious, some prefer to use only *Miss*, so as not to accidentally offend the customer, while others feel that *Ma'am* is more respectful, and so tend to use that most frequently. Tell

students that, in ambiguous cases, they will have to use the form of address with which they feel most comfortable. Both are useful in establishing a tone of respect in the greeting.

This may be a good time to point out that one should avoid using terms such as *honey* and *sweetie* when addressing a customer. This is too informal and can be irritating or insulting to some customers.

Presentation: Titles

15 minutes

Set Up

1. Show students one of the magazine pictures again; e.g., the picture of the man. Tell them his name is *Roger Duncan*, and write that name on the board. Ask a volunteer to greet the man. State that it is fine to greet the man with *Sir*, but if he is a repeat customer, it would be more appropriate to greet him with *Mr. Duncan*. Try to elicit this from the class, and write *Mr. Duncan* on the board.
2. Present and/or elicit the following points about the use of titles in the United States:
 - a. The use of titles is a way of showing respect and a degree of formality in interactions with customers and others.
 - b. Titles are used with the customer's last name. They are not to be used with the customer's first name. For example: *Mr. Duncan*, never *Mr. Roger*. The latter is not necessarily rude, it just sounds strange to the native speaker.

Process

3. Using the magazine pictures, elicit the titles for women: *Mrs.*, *Miss*, and *Ms.* Write them on the board. Students will likely already understand the distinction between *Mrs.* and *Miss*. You will need to spend some time discussing the difference between *Mrs.* and *Ms.*, in terms of meaning, usage, and pronunciation. Make the following points about the distinction between *Mrs.*, *Miss*, and *Ms.*, using examples of people you all know (yourself or SSLC staff) to illustrate your points:
 - a. *Mrs.* is used with women who you know are married.
 - b. *Miss* is used with women who you know are single.
 - c. *Ms.* is used when you do not know the marital status of a woman, or when that status is unimportant. In the United States, *Ms.* is increasingly the preferred title in the workplace. It can be used with women of all ages, though girls and very young single women are still most commonly addressed as *Miss* (plus last name).

Note to Instructor: In past Customer Service ESOL classes, students have brought up that their children's teachers are often called by a title followed by a first name, e.g., *Miss Linda*. This is actually an exception to the general rules regarding titles above. This practice is common among women in elementary schools, and seems to also be more common in the African-American community and in the south. If students bring this up, discuss it and make the point that, ultimately, the individual will decide how he or she would like to be discussed. Exceptions always exist, but the general rule is still to use titles with the last name of the individual.

Reportback & Feedback

4. As a group, practice the pronunciation of the titles written on the board, with special attention to the distinction between *Mrs.* and *Ms.* Ask students to identify the number of syllables in each of the words, and point out the fact that *Mrs.* ends in [s] while *Ms.* ends in [z].

Wrap Up

5. Wrap up by reiterating the fact that correct usage of terms of address and titles is important in showing politeness and respect toward the customer. Politeness and respect are, in turn, key components of the customer service attitude.

Role Play: Greeting the customer and terms of address

45 minutes

Set Up

1. Ask students to quickly review some of the characteristics of an appropriate greeting. Write their suggestions on the board. Tell them that this activity will present an opportunity to get more practice in greeting the customer.

Process

2. Ask students to pair up and give each student one of the magazine pictures. Instruct them to spread out as much as possible and take turns playing the customer and the sales associate, greeting each other appropriately (according to the picture). Encourage them to role play the entire interaction, starting with the customer entering the “store”. However, remind them that this is a very short role play – they are to stop the interaction after the greeting is completed. Announce that they’ll be doing the role play in front of the class, so they may wish to practice a few times.

Note that students may have trouble deciding whom to make eye contact with – the picture or their classmate! Instruct them to make eye contact with their partner, but address him or her as if he or she were the person in the picture. That way, they can still practice the different greetings while also practicing eye contact.

2. Circulate around the room, observing and assisting where necessary. Note problems to address later, but do not interrupt a role play in action. Pay special attention to all aspects of clear speech.

Reportback & Feedback

3. After the activity, bring the class back together. This may be a good time to briefly address any general problems that arose during the activity.

4. This has been the first role play of the course. Introduce the feedback phase of the role play activity by establishing the expectations and protocol for giving each other feedback. Make the following points and establish understanding and agreement before moving on to step #5:

- a. In this course, students will have plenty of opportunities to practice their customer service English skills. Many of these opportunities will be in the form of role plays.
- b. After practicing the role plays in pairs or small groups, they will be able to perform them in front of the class.
- c. Students may be nervous or uncomfortable about performing in front of their classmates. This is natural, and role plays will very likely become less nerve-racking as time goes on. Clearly, this process will help students be less nervous when they have to use these English skills on the job.
- d. The instructor and students form a learning community. The purpose of giving feedback is to help each other learn and improve. We must always be respectful of others' efforts and polite but honest in our feedback. Every person has strengths and weaknesses.

5. Ask students to open to **SB 1:9**, *Greeting the Customer Role Play Peer Evaluation*. Give them a few minutes to read the form. Tell students that they can use the form to take notes on each role play they watch and to use as a guide when giving feedback afterwards. However, they should not do a lot of writing during the each role play. They should be very quiet and give their full attention to each pair.

You (the instructor) should quickly fill out the instructor version of the *Evaluation*, **(TG 1:40)** for each "sales associate" during and right after the role play, during the feedback discussion.

Performance & Feedback

6. One by one, pairs should perform their role play in front of the class, taking turns being the customer and the sales associate. Be sure the class is completely quiet and attentive before allowing each pair to begin. Afterwards, first ask the class, *What did they do well?* Discuss the responses. Then, ask the class, *What could they improve?* Discuss the responses. If students have difficulty giving constructive feedback, refer them to their Feedback Forms for ideas (Polite phrases for giving feedback will be introduced in tomorrow's class. Try to make note now of how students phrase their feedback.). Make sure you have filled out your Instructor Feedback Form as fully as possible before moving on to the next pair.

Wrap Up

7. Wrap up the role plays by discussing any loose ends and/or practicing those elements that seemed most challenging, including any pronunciation challenges.

Transition

Move to the next activity by asking students the following question: *After you greet the customer, what is the next step?* Elicit their ideas and move to the next presentation.

Presentation and Listening Activity: Determining customer needs **25 minutes**

Set Up

1. The next step after greeting the customer is determining customer needs. After a sales associate finds out what a customer needs, he or she can find ways to meet those needs. Ask students, *How can you find out what a customer needs?* Try to elicit the two best responses (which were covered in the last night's reading):

- a. Ask the customer questions
- b. Observe the customer

Explain that the class will first focus on asking questions. Tomorrow, you will discuss observing the customer.

2. Tell students they will hear a sales associate ask a customer about her interests. Ask them to listen for the questions the sales associate asks.

Process

3. Play SSLC tape *What are his interests?* once.

4. Ask students to open to **SB 1:12**, *What are his interests?*, and read the instructions for Part A. Play the tape again and ask them to complete Part A. You may need to play the tape twice.

5. Review students' answers as a group, discussing any that caused confusion. The answers to both parts may be found on **TG 1:42**, *What are his interests?*

6. Call students' attention to the fact that the sales associate asked various questions to find out the customer's particular needs. Then, ask students to read the instructions for Part B. Play the tape again and ask them to complete Part B.

Practice & Feedback

7. Review the answers as a group, writing the answers on the board in order to model correct spelling. Practice the pronunciation of the questions as a group and then in pairs. Circulate to assist and give individual feedback.

Transition

8. Refer students to question #8 on last night's homework on **SB 1:11**, *Determine a Customer's Needs*. Ask volunteers to give their answers to that question to open a discussion about why questions and the reasons to use them.

Presentation: General Open-ended Wh-questions

30 minutes

Set Up

1. Explain that sales associates try to use *open-ended questions* to determine customer needs:
 - a. These questions encourage conversation because they require more than a one-word answer.
 - b. They help you get as much information as possible from the customer.
 - c. Most open-ended questions are wh-questions.

Example: *What is the special occasion?*
What can I help you find today?

- d. Closed (or “dead-end”) question those that can be answered with just a yes or no. They don’t require any more information of the customer, and can be “conversation killers”. They are used to confirm facts.

Example: *Is there a special occasion?*
Is this for someone else?
(The customer can just answer “no” and walk away!)

Process

2. Ask students to tell you what words wh-questions usually begin with. Write them on the board: *who, what, when, where, why, and how*

3. Ask students for some examples of good general open-ended questions to ask a customer after you greet him or her. This is partly a review, since some general open-ended questions were part of the greetings they have already practiced. However, this discussion will take the topic further and generate more open-ended questions that are general in nature.

Write students’ suggestions on the board or on flipchart paper/poster board that you can hang up and re-use. If students suggest closed questions, discuss why they are closed and how the question can be made more open and encouraging of conversation. Try to elicit the following:

How can I help you? What can I help you find today? What is the special occasion?

What can I do for you today? Who are you shopping for? What are you looking for?

There are a few yes/no questions that are also commonly used by retail sales associates, and which can also encourage conversation. These can be learned and practiced as well.

Are you looking for something special today? Is there something I can help you find?

Point out that students should avoid saying, *Who are you buying for?* The preferred question is *Who are you shopping for?*

4. Practice the pronunciation of the questions as a class. First, model the pronunciation and ask students to listen. Focus students not only on pronunciation of the sounds and syllables, but also the intonation of the sentence:

- a. Draw long arrows above the sentences so that students can simultaneously see and hear the rising intonation of the questions – the “music” of English.
- b. Model the de-emphasis of structure words (indicated by reductions) and the emphasis on focus words (indicated by the extra length on the stressed syllable of that word.)
- c. Model and point out the fact that when you ask the questions with a smile, they seem more polite and inviting.

Practice & Feedback

5. Have students repeat the questions after you a couple times. Then, have individuals repeat after you. Finally, have students take a few minutes in pairs to practice the pronunciation of the questions. Circulate and listen, giving students individual feedback.

Note to Instructor: For further explanation of de-emphasizing structure words and emphasizing stressed syllables, see Gilbert, Judy. 2005. Clear Speech. Third Edition, Unit 7.

Activity: General Open-ended questions

30 minutes

Set Up

1. Assign *Mix & Match Cards*, **TB 1:43**, randomly to students. Each should have about 4.
2. Ask students to read their cards and make sure everybody understands all the words on their cards. Explain the rules of the game:
 - a. The goal of the game is to be the first person with 4 matching cards. For example, 4 cards labeled with the word *toaster*.
 - b. They are to circulate among their classmates. Playing the role of sales associate, they should greet their classmates appropriately and ask an open-ended question (from among those on the board) to find out what their classmate is looking for. Their classmate would ask for an item that she already has in her hand – again, with the goal of ending up with 4 such items.
 - c. Then, the two students would switch roles, so that the other student would have a chance to practice the open-ended questions, and get matching cards.
3. Model the interaction a couple times with students in the class:

Sales Associate:	Good afternoon! What can I help you find today?
Customer:	I'm looking for a toaster.
Sales Associate:	Certainly. I have two toasters here.
Customer:	I'll take them both. Thank you!
Sales Associate:	Thank you.

Process & Feedback

4. Circulate among the students as they play the game and assist where necessary. Try to give feedback to each student.

5. Afterwards, point out who the winner and runners-up are, by writing their names on the board. Discuss any difficulties that arose and practice the pronunciation and intonation of the open-ended questions once more.

Wrap-up

Ask students to name the topics you covered today:

- terms of address and titles
- determining customer needs by asking open-ended questions
- greeting the customer

Also, remind students that you had your first role play today. There will be another role play tomorrow. Tomorrow's class will begin with some practice on giving constructive feedback and suggestions to classmates and co-workers.

Unit 1: Talking With Your Customer

Day 4

Objectives:

Customer Service Skills	Job Readiness Skills	Grammar and Pronunciation Skills
<ul style="list-style-type: none"> Express opinions and make suggestions in a workplace context. Observe the customer. Ask specific open-ended questions. 	<ul style="list-style-type: none"> Identify at least 3 personal employment references. Identify and write own current job skills. 	<ul style="list-style-type: none"> Use wh-questions and responses. Produce question intonation. Use simple expressions for offering suggestions and giving advice

Materials/Preparation:

- Copies of **TG 1:44**, *Giving Feedback*, cut into cards and stacked - one stack per student pair
- An article of clothing (a shirt, skirt, or suit jacket, preferably)

Key Vocabulary:

broke	observant
browse	part-time
cash register	resume
clue	sales associate
efficient	specials
fail	stress
feedback	type
in a hurry	wholesale

Notes to Instructor: Specific open-ended questions, introduced today, can be difficult for students to master. They often have trouble with formation of the questions, and deciding which questions are most appropriate for in a given situation. Emphasize that there will be plenty of time to practice open-ended questions throughout the course – today is just the beginning.

Warm-up: Find Someone Who...

20 minutes

Set Up

1. Ask students to open to **SB 1:13**, *Find Someone Who*. Explain that this warm-up activity is another way to get to know their classmates better. It is another “Find someone who...” activity, similar to the one you did earlier in the week (Day 2). Go through the instructions and the example with students.

You may need to practice question formation with students before they begin the activity. With lower-level students especially, take time to elicit the correct questions for each number before they begin (e.g., *Do you grocery-shop on Sunday nights?*)

Process

2. Ask them to circulate among their classmates, asking questions, with the goal of writing a different classmate’s name in each blank. The “winner” is the first person to fill all the blanks. Walk among them and assist with question formation and to make sure they are writing names in the blanks only when their classmates answers positively to a question.

Reportback & Feedback

3. Write the names of the winner and the runners-up on the board. Bring the class back together and review the answers by asking the whole class questions with *who*: *Who grocery-shops on Sunday nights? Who works part-time now?* Have students identify their classmates. Ask follow-up questions to get more information.

4. Discuss key vocabulary in the activity as it comes up:

wholesale sales associate part-time resume type grocery-shop

5. Discuss any difficulties in question formation. Students will need to be able to correctly form yes/no questions using the simple present and the present perfect. Ask students whether these questions are *open-ended* or *closed* questions, and why they think so. (They are closed.)

Transition

6. The next presentation and activity has to do with giving suggestions, advice, and feedback. Transition into it smoothly by focusing students on their classmates answers to #9-11 on the activity sheet. Some students will not be able to answer *yes* to these questions. While not treating these students as deficient in any way, bring up the fact that these skills are useful to have when looking for a job. Ask students what *polite advice* or *helpful suggestions* they might give their classmates who answer *no* to these questions.

Examples: *I suggest that you... practice using email.*
Perhaps you could... take a typing class.
I think you should... write a resume as soon as possible.

Write a few of the students’ suggestions on the board (however they are worded) and move on to the next presentation/activity.

Presentation and Activity: Giving feedback

20 minutes

Set Up

1. Remind students that yesterday, you had your first role play in class. You discussed things they thought that their classmates did well, and things they felt they needed to improve. On the job, it is also important to be able to give *feedback*; that is, to make suggestions for improvement, give advice, and express opinions. That ability is expected of employees in most U.S. workplaces. Write the word *feedback* on the board.

Process

2. Refer students back to the suggestions on the board. If they did not use the polite openers highlighted in bold above, elicit those now or introduce them. Explain that these are polite, non-confrontational ways to begin a suggestion to a classmate or a co-worker. Practice the pronunciation of the suggestions on the board as a whole class. Focus students' attention on pronouncing the ends of the words *suggest*, *could*, and *should*, and on the vowel sound in *could* and *should*.

3. You should also bring up polite openers for expressing that a classmate or co-worker has done something well. Elicit these and practice them as in #2, above.

Example: *I really liked it when...you smiled at the customer.*

4. Ask students to get into pairs, and give each pair a face-down stack of problem cards from **TG 1:44, Giving Feedback**. Explain that they should take turns pulling a card from the stack and telling their partner about their problem. The partner should make suggestions for ways to address the problem, using the polite openers on the board.

5. Model one or two in front of the class with an advanced student, and then allow them to begin. Circulate to assist. Try to give feedback to each student on the content, grammar, or pronunciation of his or her responses.

6. If pairs end earlier than others, suggest that they bring up a few real problems that they are willing to share and get their partner's feedback on that problem.

Reportback & Feedback

7. Bring the class back together and see if there are any questions. Ask volunteers to model a few interactions. Make sure they understand the words *fail*, *broke*, *cash register*, and *stress*. Give students a couple more problems (either from the cards or from your own experience) and ask for their feedback as a group.

Wrap Up

8. Remind students that they should try to use these polite openers when they give their classmates feedback during role plays in this class.

Presentation and Activity: Observing the Customer

25 minutes

Set Up

1. Remind students that yesterday you talked about determining customer needs. Ask them, *What are two ways to determine customer needs?* Elicit the answers from yesterday:
 - a. Ask open-ended questions.
 - b. Observe the customer.
2. Ask students to tell you why observing the customer will help you determine their needs. Elicit ideas from the group. If students do not do it themselves, bring up the concept of observing customers for *clues* about their needs. Write the word *clues* on the board and discuss its meaning. Ask students to give you examples of such customer clues.

Process

3. Ask students to open to **SB 1:14** and take 6-7 minutes to read *Be Observant*. Encourage them to avoid using a dictionary, and instead use the context to figure out the meanings of new words.
4. After students have read the article, ask follow-up questions to check comprehension (see below). Ask students to come up with definitions or other ways to say the underlined words.

Follow-up questions:

What are some clues you can use to get to know a customer?

What can you say if the customer appears to be in a hurry?

What kind of questions can you ask a customer to learn about his interests?

5. Ask students to pair up and read the directions for *You Be The Detective* on **SB 1:15**. They should work together to pair the appropriate responses with the customer clues. Circulate to assist and give feedback to individuals. The answers to the questions are on **TB 1:45**.

Reportback & Feedback

6. As a whole class, call on volunteers to give the answers to the questions, discussing those that may have been difficult or confusing, and any new words.

Transition

7. Direct students' attention back to the reading. Ask them to remind you what the reading suggests you do when a customer is focusing on a specific item in the store (answer: engage the customer in conversation and ask more specific open-ended questions to find out more information.) Transition into the next presentation and activity, in which they will practice how to ask these specific open-ended questions.

Presentation: Specific open-ended questions

20 minutes

Set Up

1. Hold up the article of clothing you have brought to class (shirt, skirt, or jacket, preferably). Ask students to name the article of clothing.

Process

2. Tell students that when you go shopping for a shirt (or skirt, jacket, etc.), you normally don't look just for any shirt at all. You go looking for particular characteristics or features of the shirt. Ask:

What features are important to you?

Elicit the following and write them on the board:

style material size color

3. Ask students to try to name the style, material, size, and color of the clothing you are holding up. Use open-ended questions:

What style is the shirt?

What size is the shirt?

What material is the shirt made of?

What color is the shirt?

Tell students these words – style, material, size, and color – are category words. They describe categories of features. For example, material is a category that could include denim, cotton, polyester, silk, and many other fibers. What other category nouns can students come up with? (*flavor, kind, model, type, brand, manufacturer....*)

Tell students that next week, they will spend a lot of time learning the vocabulary used to talk about features. For now, just focus on how to ask specific open-ended questions using these category nouns.

4. Point out that when they are talking to a customer, sales associates can ask a variety of specific questions to get more information. Write a few on the board. Practice the pronunciation of the questions (including question intonation) and call students' attention to the different verbs one can use to form the questions:

*What style of shirt **do you like**?*

*What kind of hat **do you prefer**?*

*What color sweater **are you looking for**?*

*What size shoes **do you wear**?*

*What fabric **appeals to you**?*

Activity: Specific open-ended questions

20 minutes

Set Up

1. Ask students to open to **SB 1:16**, *What do you prefer?*, and read the instructions.

Process

2. Ask students to work individually to fill in the blanks with the appropriate characteristic from the box at the bottom of the page. Do the first item together as a class, and then circulate to assist while they do items 2-5.
3. After they are finished, ask them to pair up and take turns playing the customer and sales associate roles.

Circulate among students to assist with pronunciation and intonation. Try to give each student individual feedback at least once.

Reportback & Feedback

3. Bring the class back together and ask volunteer pairs to model each exchange for the class. Give individual feedback. Address issues of pronunciation and intonation, practicing each open-ended question at least once as a group.

Wrap Up

4. Direct students to **SB 1:17**, *Open-Ended Question Grid*. Show them that this grid is there for their use as they practice forming specific open-ended questions. It may be useful for them in the role plays you will do later in class today.

Additional Activities: Specific open-ended question practice

Note to Instructor: Depending on the level of your students and the class time you have, you may have need of additional supported practice activities for open-ended question formation. On **SB 1:18-19**, you will find two additional activities:

Opening Doors with Open-Ended Questions
Practice with Open-Ended Questions

On **TG 1:46-47**, you will find the instructor copy of these activities with suggested answers.

One or both of these could be used in class today (postponing the role play) or in the following week, as needed, to build students' skills. They can also be assigned as written homework or done orally in pairs or small groups.

Role Play: Observing the customer and open-ended questions

40 minutes

Set Up

1. Pair students up and ask them to open to **SB 1:20**, *Observing the Customer: Role Play*. Assign each pair one of the role plays. (If time, each pair can do more than one role play). Instruct them to spread out as much as possible and take turns playing the customer and the sales associate, acting out the scenario, greeting the customer appropriately, and asking open-ended questions. Encourage them to role play the entire interaction, starting with the customer entering the “store”. However, remind them that this is a short role play – they are to stop the interaction after the sales associate has asked the customer only a few questions. They should not continue on to “closing the sale”. Announce that they’ll be doing the role play in front of the class, so they may wish to practice a few times.

Process

2. Circulate among students, observing, assisting, and giving feedback where necessary. Note problems to address later, but do not interrupt a role play in action. Pay special attention to all aspects of clear speech.
3. After the activity, bring the class back together. This may be a good time to briefly address any general problems that arose during the activity.

Performance & Feedback

4. Ask students to open to **SB 1:21**, *Observing the Customer Role Play Peer Evaluation*. Give them a few minutes to read the form. Tell students that they can use the form to take notes on each role play they watch and to use as a guide when giving feedback afterwards. However, they should not do a lot of writing during the each role play. They should be very quiet and give their full attention to each pair.

Quickly fill out the instructor version of the *Evaluation (TG 1:48)* for each “sales associate” during and right after the role play, during the feedback discussion.

5. One by one, pairs should perform their role play in front of the class, taking turns being the customer and the sales associate. Be sure the class is completely quiet and attentive before allowing each pair to begin. Afterwards, first ask the class, *What did they do well?* Discuss the responses. Then, ask the class, *What could they improve?* Discuss the responses. Insist that students use the skills they practiced at the beginning of the class to give polite, constructive feedback (see activity above). Make sure you have filled out your Instructor Feedback Form as fully as possible before moving on to the next pair.

Wrap Up

7. Wrap up the role plays by discussing any loose ends and/or practicing those elements that seemed most challenging, including any pronunciation challenges.

Presentation: Job Skills

25 minutes

Set Up

1. Remind students that preparation for the job is a key part of the course. One of first steps in preparing to get a job is to focus on the skills that one already has. All of us – even those who have not had much work experience previously – have skills that will serve us well on the job.
2. Ask students to take a moment to think back on their previous work experience. If they do not have work experience, they can think about times that they have volunteered, participated in an organization, or even cared for children or others. Ask them to think about what they did well in those situations.

Process

3. Give an example from your own job experience. Go through your example with the students while writing on the board. On the left-hand side of the board, write an example of something you do well. Then, talk about how you *know* that you do it well? Write that evidence in the middle of the board. Then, list the other people who know that you do this well. Write the list of those people, and their titles or positions, on the right-hand side of the board. For example:

<i>I can teach English well.</i>	<i>I know I am good at it because my students learn quickly, and because they tell me they enjoy my classes.</i>	<i>My supervisor, Ms. Smith, and my co-worker, Mr. Dyson, know that I teach well.</i>
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3. Have students open to **Portfolio Workbook p. 2, Job Skills Worksheet**. Ask them to fill in the boxes with their own skills and reflections, just like you did on the board.
4. Circulate to assist with expression, spelling, etc. Give students feedback on their examples. At this point, their answers can be general and focus on both work-related and non-work-related skills and experience. However, this sheet will serve as a basis for the reference list, so try to focus students as much as possible on their work or volunteer experiences, especially in their answers for the third column. They should identify at least 3 potential references.

Reportback & Feedback

5. Bring the class back together and ask each student to give one of their skills, explain how they know they are good at it, and say who else knows they are good at it. As each student gives his or her example, try to initiate a class discussion about *what adjectives might describe that student*, based on their example. For example, if a student says that she takes care of the elderly well, ask the class to come up with a few words that might describe her skills; e.g., *patient, caring, gentle*. Write the adjectives on the board (or on a piece of flipchart paper that can be posted on the wall after this activity). By the end of this discussion session, you should have a lengthy list of adjectives on the board that describe positive traits, most of them job-related. Here is a partial list of some useful adjectives to elicit. (Note that these will be useful again when students practice interviewing skills and write resumes):

<i>clear spoken</i>	<i>considerate</i>	<i>cooperative</i>	<i>generous</i>	<i>punctual</i>
<i>friendly</i>	<i>honest</i>	<i>loyal</i>	<i>organized</i>	<i>patient</i>
<i>reliable</i>	<i>team player</i>	<i>helpful</i>	<i>motivated</i>	<i>flexible</i>
<i>eager</i>	<i>effective</i>	<i>assertive</i>	<i>hard-working</i>	

Wrap Up

6. Tell students that we will use this paper (**Portfolio Workbook p.2**) to begin writing our reference lists next week, so they should keep it in their binder.

Wrap-up

Review the main points of today's class. Introduce the Mystery Shopper homework series and assign the first one (below).

Homework: Mystery Shopper 1

This is the first of several Mystery Shopper homework assignments. Ask students to open to **SB 1:22** and go over the instructions with them. They should go to any retail store, observe and/or have an interaction with a sales associate, and then write about their experience at home later on the activity sheet. For this assignment, they should focus on how the sales associate greets the customer and what kinds of questions s/he asks.

Emphasize that students should do this observation over the weekend and be ready to discuss it and turn in their work at the beginning of the next class.

Words for Syllable Activity

Note to Instructor: The following four sheets of word cards can be photocopied and cut out for student use in the syllable activity described on **TG p. 1**. Print the words out on card stock and separate sets into labeled envelopes for re-use in future classes. Don't forget to make a stack of cards for yourself!

sundress	snack food	discount
Wheaton	sports socks	workplace
title	finish	formal
coffee	housewares	flat screen
wedding	daughter	blue jeans
camera	greetings	mother
married	single	lady
pushy	inappropriate	wallet

counter	letter	toaster
customer	courteous	listening
looking for	shopping	mall
co-worker	history	salary
manager	resources	Maryland
Washington	work permit	Virginia
work permit	green card	eye contact
temperature	telephone	phone number
animal	president	bicycle

Africa	El Salvador	recently
technical	overtime	charity
benefits	boutique	vice president
chocolate	safety hazard	supervisor
stationery	living room	job title
post office	dinner set	casual
radio	polite	appeal
prefer	unclear	back home
first aid	T.V.	size ten

consider	important	department
politely	opinion	harassment
deduction	vacation	good morning
uncomfortable	America	employee
represent	workers' rights	Would you like
understand	human	resources
friendly	manage	rude
shift	syllable	sales associate
reference	resume	qualifications

Determine a Customer's Needs **INSTRUCTOR COPY WITH ANSWERS**

Part B - Instructions: Using *your own words*, answer these questions about the article on the previous page.

1. According to the article (first paragraph), what is the sales associate's most important goal?

To satisfy the customer

2. In the second paragraph, underline the words *positive impression*. What do you think it means to make a positive impression?

(answers will vary) To help the customer have a good experience in the store

3. How can you make a positive impression on the customer? What are examples?

ring up the sale, provide advice, directions to the next department...

4. In the third paragraph, underline the word *anticipating*. What do you think it means to anticipate a customer's needs?

(answers will vary) To look ahead. To try to figure out the customer's needs.

5. According to the article, what are two ways to get information about customer needs?

careful observation and asking thoughtful questions

6. In the fourth paragraph, underline the words *buying motive*. What is another way to say *buying motive* in English? What does it mean?

(answers will vary) reason to buy

7. In the fifth paragraph, underline the words *tuning in*. What is another way to say *tuning in* in English? What does it mean?

(answers will vary) listening carefully; paying special attention

8. What are the best kinds of questions to use to determine a customer's needs? Why are these questions so useful?

WH-questions. These questions encourage conversation. They open doors.

Writing Practice: On the back of this paper, write a one-paragraph summary of the article that you read.

What are his interests? **INSTRUCTOR COPY WITH ANSWERS**

Part A. Instructions: Listen to the tape. Answer the questions. You do not need to write complete sentences.

1. The customer is buying a gift. Who is it for?

_____ her son _____

2. What is the special occasion?

_____ his birthday next week _____

3. How old is he?

_____ 12 _____

4. What are his interests?

_____ sports: baseball, basketball, soccer, swimming _____

Part B. Instructions: Listen to the tape again. The sales associate asks four questions before she suggests a product to the customer. Write the questions that you hear.

1. Good morning, _____ How can I help you today? _____ ?

2. Oh, okay. Are you _____ looking for a gift for someone _____ ?

3. I see. _____ How old is your son _____ ?

4. And what are his _____ interests _____ ?

Mix & Match Cards: General Open-ended Questions

Copy on cardstock, cut, and shuffle. Assign the cards randomly to students.

A blue dress	A blue dress
A large coffee pot	A large coffee pot
A pair of gloves	A pair of gloves
A set of queen size sheets	A set of queen size sheets
A digital camera	A digital camera
A dinner set for 8 people	A dinner set for 8 people
A toaster	A toaster
Levi's brand blue jeans	Levi's brand blue jeans
A blue dress	A blue dress
A large coffee pot	A large coffee pot
A pair of gloves	A pair of gloves
A set of queen size sheets	A set of queen size sheets
A digital camera	A digital camera
A dinner set for 8 people	A dinner set for 8 people
A toaster	A toaster
Levi's brand blue jeans	Levi's brand blue jeans

Giving Feedback: Problem Cards

Instructions: Photocopy this sheet and cut into cards. Stack the cards face down and give one stack to each pair of students. Students should take turns pulling a card, telling their partner their problem, and getting their partner's advice or suggestions about how to address the problem.

I feel very tired lately.	I arrived 30 minutes late today.	It's cold in here.
My neighbors are too noisy!	I'm broke.	I saw a co-worker stealing money!
I'm having problems with the cash register at work.	I can't sleep at night.	I have a job interview but nothing to wear.
My boss is angry with me.	I failed my English test.	I have too much stress these days.
My boss keeps asking me to go on a date.	I have a headache.	My back hurts.
I keep losing my credit card!	I get nervous speaking English on the phone.	I want to make some new friends.

You Be the Detective

INSTRUCTOR COPY WITH ANSWERS

Instructions: Before you simply ask, “Can I help you?” observe customers’ actions for clues to their needs and desires. Read the following clues and then pick a response from the box below that might help you get more than, “No, I’m just looking,” from the customer. Write the letter for the response next to the customer clue.

Customer Clue

1. The customer is picking up every object in a display. He is comparing the items to each other. ___ B ___
2. A man is browsing and picking up items that are probably for a woman. ___ D ___
3. The customer walks to one display, looks at it briefly, and then begins to leave the store. ___ A ___
4. The customer keeps picking up and then putting down the same item. She seems unable to make a decision. ___ F ___
5. The customer walks in with a shopping bag from your store, walks to a display and begins looking for something. ___ C ___
6. The customer gets a shopping cart, pulls out a shopping list and begins going up and down each aisle slowly. ___ E ___

Sales Associate Responses

- A. “I’m sorry you didn’t find what you were looking for...perhaps I can help?”
- B. “We just got those in – aren’t they lovely?”
- C. “Can I help you with a return or exchange?”
- D. “Looks like you are considering a gift – is there a special occasion?”
- E. “Let me know if you need help finding anything.”
- F. “You seem undecided...have you used that product before?”

Opening Doors with Open-Ended Questions

INSTRUCTOR COPY WITH ANSWERS

Instructions: Compare the examples of dead-end and open-ended questions. Then, turn the last few examples of dead-end questions into open-ended questions.

DEAD-END	OPEN-ENDED
Can I help you?	How can I help you?
Do you like red or green?	What color do you prefer?
Is that the brand you want?	Why do you prefer that brand?
Is this for you, or is it a gift?	For whom are you shopping?
Did you want a full skirt?	Which style skirt do you like?
Do you want a remote control?	What features are important to you?
Is it for a special occasion?	What's the special occasion?
Looking for anything special?	What are you looking for?
Did you see our coupon specials?	<i>What brings you into the store today?</i>
Do you like 100 percent cotton?	<i>What fabric do you prefer?</i>
Have you read this author before?	<i>What kind of reading material are you looking for?</i>
Is this all for you today?	<i>What else can I help you with today?</i>

Practice with Open-Ended Questions

INSTRUCTOR COPY WITH ANSWERS

Instructions: You are the sales associate. Write the open-ended question you might ask the customer in each scenario, below. Remember to begin the question with *who*, *what*, *when*, *where*, *why*, *which*, or *how*.

1. You see a woman looking at a display of toys and games, trying to decide which toy to buy. You are thinking that she probably has a particular child in mind.

How old is the child you're shopping for?

2. You work in a bakery and see that a customer is considering which cake to buy. You would like to know more about what he has planned so that you can recommend the best cake for that occasion.

What is the special occasion?

3. You work in an electronics store and a customer is looking for a particular device for her computer, but she is not sure what it is called.

Where did you see the device? What does the device do?

4. You work in a restaurant, taking carry-out and catering orders by phone. You are speaking to a customer on the phone who is having trouble deciding how many sandwiches he should order for his office party. It would help if you knew the number of people who will be at the party.

How many people are coming to the party?

5. You work in a clothing store. A teenager comes into shop for a pair of blue jeans. You have many different brands of blue jeans, but you don't have the particular brand that he wants.

Why do you like that brand? What appeals to you about that brand?

Observing the Customer Role Play Evaluation

Date: _____

Instructor: _____

Name of student playing Sales Associate: _____

Sales Associate: Checklist	
Rating Scale: 1 – needs improvement 2 – good 3 – excellent	
<i>The sales associate...</i> Greeted the customer promptly Maintained a smile Maintained eye contact Was polite and friendly Spoke clearly Observed the customer’s behavior in order to choose the most appropriate questions. Used open-ended questions to find out more information. Other? _____ _____	<i>Circle a rating:</i> 1 2 3 1 2 3 1 2 3 1 2 3 1 2 3 1 2 3
Additional Comments: 	

Unit 2: Meeting the Customer's Needs

Day 1

Objectives:

Customer Service Skills	Job Readiness Skills	Grammar and Pronunciation Skills
<ul style="list-style-type: none">• Fit the product to the customer.• Talk about size.	<ul style="list-style-type: none">• List ideal jobs.• List goals for the future.	<ul style="list-style-type: none">• Use Wh-questions.• Emphasize focus words.• Phrase words into thought groups and pause between the phrases.

Materials/Preparation:

- A watch with a second hand, a stopwatch, or a timer
- A jacket that fits you well
- Student Book Unit 2

Key Vocabulary:

accessories	fit
alterations	focus word
alternatives	ideal
contradict	pause
cue	pay off
customizing	run (large, small, etc.)
durability	thought group

Notes to Instructor:

Today's lesson includes a focus on thought groups and pausing between phrases. For more ideas on how to teach this topic, and for additional practice activities, see Gilbert pp. 129-138.

Look Ahead:

During Unit 3, the class needs to take a tour of the MontgomeryWorks One Stop. It is a good idea to schedule that now, if it has not been done already.

During Unit 3, the class will need to use the computer lab from time to time. Look over the curriculum for Unit 3 and reserve the computer lab accordingly.

Warm-up: Mystery Shopper Reportback

15 minutes

Set Up

1. Ask students to get out their *Mystery Shopper 1* sheet and to name what stores they went to.

Process

2. Ask students to get into groups of 3. Each member of the group should take 2-3 minutes to tell the others about their experience. In particular, they should discuss and compare the sales associate's "customer service attitude", what s/he did well, and what s/he could have improved.

Reportback & Feedback

3. Bring the class back together and go through each of the questions on the homework, surveying students for their experiences and encouraging further discussion on useful observations. If students report having heard good open-ended questions or greetings, write them on the board. Write two columns on the board listing things the sales associates did well and things they could improve.

Transition

4. Move from the discussion of sales associates' behavior to the next activity, which helps students further explore their personal employment goals and state their "ideal jobs". Mention that in this class, we are training to become customer service representatives. Sales associate is one of many positions in customer service.

Presentation & Activity: Ideal Jobs

25 minutes

Set Up

1. Write the following three questions on the board:

What three things are most important for you in a job?
Where do you see yourself in five years?
What are your ideal jobs now, and why?

2. Discuss the meaning of the questions first, giving your own answers as examples.

Make sure students understand that the third question should be two or three jobs that are reasonably attainable for them, at least in the next few years. For example, "astronaut" might be an ideal job, but not a reasonable goal for most of our students. On the other hand, "bank teller" is a desirable and attainable position for many students, but they may need more time and training to achieve it.

Process

3. Ask students to stand up and form two lines, facing each other. Explain the rules of the activity:
 - a. They are to take turns answering each of the three questions on the board.
 - b. Each student has 30 seconds to answer each questions. You will watch the time and tell them when to start and stop speaking.
 - c. During his or her 30 seconds, a student must speak continuously. That is, s/he must continue to speak (preferably on the topic, but if they run out of things to say, then any topic is fine) until time is called.
 - d. Partners must give the speaker full attention, and not interrupt. When the speaker is finished, the partner answers the same question for 30 seconds. Then, the pair moves on to the next question.

Keep careful time with your watch or a timer. This is a fluency exercise, so do not interrupt or correct the students who are speaking. Remind them that they must speak for the entire 30 seconds, even if they have to switch topics in order to have something to say. This activity will help students gain confidence in expressing their employment and long-term goals.

4. After this round of speaking has finished, students should move down the line to change partners. Repeat the activity again with the same three questions, though this time they must speak for 60 seconds. A third round can be done with students speaking for a 90 seconds.
5. Now, ask students to get into groups of three (preferably with students with whom they have not been paired) and discuss their answers to the three questions yet again.
6. Finally, ask students to open to **SB 2:2, *Personal Goals & Ideal Jobs***. They should take 12 minutes to write their answers to the three questions on the paper, which you will collect afterwards. One of the questions is new.

Reportback & Feedback

7. Collect the papers after 12 minutes. After class, review students' writing, indicating where corrections in grammar, spelling, or punctuation should be made, and commenting on content where possible. This week, students should do at least one revision of their writing. A final version of this sheet should be photocopied and kept in the students' files.

Note to Instructor: Let students know that a copy of their *Ideal Jobs* list will be given to the SEE Coordinator and the MontgomeryWorks Business Service Team to help develop plans for an employer match or an employer forum. Reassure them that their choices are not now “set in stone” – they can change their minds later. This sheet will simply help the SEE Coordinator and MontgomeryWorks find things that correspond to their interests. Nonetheless, they should take the assignment seriously and give careful thought to it.

Presentation: Fit the products to the customer

20 minutes

Set Up

1. Put on a jacket that fits you well. Ask the class, *Does this fit me?* After you get positive answers, ask, “What does *fit* mean?” Write the word *fit* on the board and elicit definitions. Show that it zips up easily, that the sleeves aren’t too long or too short, etc. It’s a *good fit*.

Process

2. Students will usually define *fit* in reference to clothing. Point out that *fit* can refer to clothing, but it can also refer to any product that suits a customer’s particular needs. *Fit* involves finding exactly the right product for the customer. Give an example of a non-clothing product that fits your own needs:

I travel a lot, so I have to get work done in airplanes and trains. I also teach in several different schools, so I have to do my planning in different places during the day. Therefore, when I have to buy a computer, I keep those needs in mind. What kind of computer fits me best?

Possible answers: Laptop or portable

3. Tell students that you can ask a customer open-ended questions in order to help fit the product to the customer. Use the following example:

You see that a customer is looking at a display of coffee makers. What questions can you ask to help her find the one that fits her best?

*Possible answers: How many people in your family drink coffee?
What kind of coffee do you prefer?
How much counter space do you have?*

Practice & Feedback

4. You can provide further practice by having them come up with questions for customers who looking at displays of children’s clothes, greeting cards, and jewelry. Give individual feedback where appropriate.

Transition

5. Tell students that the article they will read next has to do with finding the right fit for the customer, whether it be a coffee maker, a jacket, or even an additional service that can meet the customer’s needs.

Reading: Fit the Products to the Customer

25 minutes

Set Up

1. Use the transition from the previous activity to set up this reading activity.

Process

2. Ask students to take about 8 minutes to read the article on **SB 2:3**, *Fit the Products to the Customer*. They should read it through once, and then may consult a dictionary as needed.
3. After they have finished reading, ask them to get into pairs or groups of three and complete the questions about the reading, found on **SB 2:4**, *Fit the Products to the Customer: A Second Look*. Circulate and give students feedback.

Reportback & Feedback

4. As a class, review groups' answers. An answer key may be found on **TB 2:39**. Make a list on the board to review the answers to questions 2.

The guidelines on the board should look something like this:

- *Never contradict the customer about his size.*
- *Never guess the customer's size. Let the customer give you his/her size.*
- *Suggest that sizes vary between brands. Offer to bring several sizes.*
- *Give the customer information about the brand. Let him/her know if the brand "runs" small, large, wide, etc.*
- *Ask questions to understand the customer's needs. That will help you make suggestions.*

5. During the discussion of question 2, brainstorm a few stock questions that a sales associate can ask a customer about size. Elicit:

*What size do you wear?
What size do you prefer?
What size is most comfortable for you?
May I help you find a size?*

6. During the discussion of question 4, emphasize the fact that listening is an important customer service skill that takes as much practice as speaking does.

Wrap Up

7. Tell students that the class will explore this skill in more detail tomorrow.

Activity: Fitting Clothing

25 minutes

Set Up

1. Ask students to open to **SB 2:5**, *Fitting Clothing*, and read the instructions. Make sure everybody understands the instructions.

Process

2. As students complete the worksheet, circulate to assist. Draw their attention to the fact that questions 1 & 2 should be answered with a question, while questions 3 & 4 should be answered with a statement.

This activity gives students more controlled practice in talking about size. It can be done with students working by themselves. The following activity is less controlled and can be done by small groups working together.

Reportback & Feedback

3. Once students have completed this worksheet, go over the answers together (provided on **TB 2:42**). Then, practice the pronunciation of the expressions first as a group, and then in pairs. Circulate among students to assist and give feedback to individuals.

Activity: Sizing Up Your Customer

25 minutes

Set Up

1. Ask students to open to **SB 2:7**, *Sizing Up Your Customer*, and read the instructions. Then, they should get into groups of three.

2. Tell students that this activity will help them come up with the questions and statements they would use to talk about size and fit in these customer service situations. Emphasize that there are no “correct” answers here – just those that are appropriate and those that are less appropriate. Encourage them to talk about the answers first as a group, and then have one person in the group write the answers that they agree upon.

Process

3. Circulate to assist with spelling, grammar, and expression as the students work. Provide guidance toward appropriate answers and give feedback to individuals.

Reportback & Feedback

4. As a large group, review the answers, writing the best ones on the board. The suggested answers can be found on **TB 2:40**, *Sizing Up Your Customer*.

5. Practice the pronunciation and intonation of the questions as a group. Then, ask students to get back into groups and practice asking each other the questions. Circulate to assist with pronunciation and intonation.

Activity: Thought Groups and Focus Words

25 minutes

Note to instructor: Today in class, students have practiced many different questions and expressions concerning size and fit. If there is time left in class, revisit some of these questions and phrases with an emphasis on the pronunciation of thought groups. If you do not have 15 minutes in which to do this activity, save it for a day when you come up short, or for the next review day.

Set Up

1. Write the following stock phrases on the board:

Good afternoon, Sir. How may I help you?

2. Ask a volunteer or two to say these phrases, and then say them yourself for the class. Remind students that in English, we use emphasis to help people understand what we are saying. Ask students to identify where they hear the emphasis in these phrases, and underline those places:

Good afternoon, Sir. How may I help you?

Process

3. Point out that the underlined words are the *focus* words in the phrases. Ask students to remind you how we emphasize focus words in English – that is, how do we make them easier to hear?

1. We make the vowel in the stressed syllable a little longer than other, and pronounce it clearly.
2. We raise the pitch of the stressed syllable.

Say the phrases again to illustrate these techniques.

4. Explain that, in English, we also separate groups of words in *thought groups*, and we separate those groups with a *pause*. Each thought group has its own focus word.

Ask students how many thought groups are in the phrases on the board (2). Say them again and show students where the pause is. Explain that the pause makes it easier to understand the two thought groups. In written English, commas, periods, and questions marks are often used to indicate where a pause should take place (but not always). Have students practice the pause.

5. Ask students to open to **SB 2:6, Thought Groups and Focus Words**. They should practice saying the sentences and questions individually, and then in pairs, taking turns. When they are in pairs, their partner should listen carefully and give feedback on the pronunciation. You should circulate and do the same.

Reportback & Feedback

6. Follow up by asking individuals to say a phrase aloud from **SB 2:6, Thought Groups and Focus Words**. Make sure every student in the class gets at least one opportunity. Remind students to keep thought groups, focus words, and pauses in mind as they practice English in this course.

Wrap-up

5 minutes

Ask students to remind you what the class discussed today:

- Ideal jobs and goals for the future
- Fitting the product to the customer
- Talking about size
- Pronouncing thought groups and using pauses

Tell students that the reading emphasized how important it is to listen to the customer. The next class session will begin with a focus on listening to the customer.

Also, remind students to make sure they have completed **Portfolio Workbook p. 2** (to have been completed on Day 3 of Unit 1.) They should bring it to the next class.

Unit 2: Meeting the Customer's Needs

Day 2

Objectives:

Customer Service Skills	Job Readiness Skills	Grammar and Pronunciation Skills
<ul style="list-style-type: none">• Listen actively to the customer.• Read and summarize an article about listening actively.	<ul style="list-style-type: none">• Introduction to the reference list• Ask someone for permission to use them as a job reference.	<ul style="list-style-type: none">• Practice clear speech.

Materials/Preparation:

- Telephones to use as role play props (optional – see cabinet in SSLC classroom)

Key Vocabulary:

anticipate
check with
get to the point
inefficient
influence
listen actively
reference
wanders

Notes to Instructor:

Students will need to have completed the *Jobs Skills Worksheet* on **P:2** of the **Portfolio Workbook** (assigned on Day 3 of Unit 1) in order to get the most out of the Reference List presentation and activity today. This activity stimulates students' thinking on who would make good job references for them.

Warm-up: Whopper With Cheese

25 minutes

Set Up

1. Begin the class by asking students a few questions to get them thinking about fast food:
Do you ever go to fast food restaurants? Which ones?
What do you like to order?
Who takes your order in a fast food restaurant? (cashier)
Have you ever worked at a fast food restaurant? How did you like it?

Process

2. Explain that, for this warm-up activity, they should imagine that they are cashiers at Burger King, ready to take your order. You are a customer, trying to decide what to order.
3. Ask students to open to **SB 2:8, Burger King Menu**, and take a minute to read the menu and combo options at the bottom of the page. Then, they should listen to you place your order, without taking notes. Read the following monologue aloud **ONCE ONLY** at a normal-to-fast speed – as if you were a customer in a hurry.

Hi. Um...I'd like a cheeseburger. You know, whatever your biggest cheeseburger is. And a medium fries, and a large soda. No, make that a large fries, the largest you have, and maybe the soda can be smaller. That will make up for those calories. And some sort of dessert - maybe an apple pie. Let's see...yes, I definitely don't need a large soda. Ok, how much is that?

4. Now, ask students to look again at the combo meal options. Based on what they heard, which combo would they suggest to you? Have them take a couple minutes in small groups to discuss it, and then poll students for their answers. (The correct answer is #2.)

Reportback & Feedback

5. After the correct combo has been identified, ask students what was challenging about that activity. Students may suggest:
 - a. You spoke quickly and/or unclearly.
 - b. You changed your mind a couple times.
 - c. You only said the order once, so they had to understand the first time.

Ask students whether they think that this situation is common or uncommon when working in customer service. Point out (or attempt to elicit) that good listening skills were key here. Even a native speaker of English would have had to listen closely to suggest the correct combo.

Transition

6. Tell students that today in class, we are going to discuss the importance of developing good listening skills. Another way to say this is *listen actively*.

Reading Activity: Being a Good Listener

30 minutes

Set Up

1. Building on the discussion from the last activity, ask students:

What does a good listener do?

What does a poor listener do?

Do you think that you are a good listener?

In answer to the question, *What does a good listener do?*, try to elicit some or all of the following responses:

A good listener...

makes eye contact.

uses body language to indicate attention.

responds periodically to show comprehension, saying things such as “I understand” or simply “Mmm Hmm”, “Yes”, etc.

Process

2. Ask students to open to the reading on **SB 2:9**, *Speak, Listen, and Learn*, look at the title, and read the first sentence of each paragraph. Ask them:

What do you think the topic is?

What do you already know about this topic?

What questions do you have about this topic?

3. After writing their questions on the board, give students time to read the article and look for the answers to those questions. Ask them to read it through once, and then they can use a dictionary if they need to.

4. While students are reading, write the following three additional questions on the board:

According to the writer, what can you do to become a better listener?

What can you do to help someone who is listening to you?

Was there any useful advice for you in this article? What was it?

Reportback & Feedback

5. When they are finished, review the underlined vocabulary with them, eliciting definitions and practicing pronunciation. Then, ask students to work in pairs to discuss and note the answers to the questions on the board. Circulate to listen and give individual feedback. Discuss as a class.

Writing Practice

6. Give students 10 minutes to write a 1-paragraph summary of the article. Emphasize that, in writing a summary, they should:

a. Include only the most important ideas in the article.

b. Be brief. Keep it to 1 paragraph of 5-7 sentences.

c. Use their own words.

7. When they are finished, collect the papers in order to give feedback later on their writing and summarizing skills. (Adapted from All Star p. 136.)

Presentation and Activity: Preparing the Reference List

1. Introduction to the Reference List

10 minutes

Ask students to take out their Job Skills Worksheet and begin a brief discussion of the fact that the people listed in the third column could be thought of as *References*. Write this word on the board and explain to students that they are going to write their own *Reference List*. Ask students to tell you what a reference list IS and WHEN it is usually used in the United States. Make sure the following are included:

- a. A reference list is a list of people who have worked with you or seen you work.
- b. A potential employer will contact the people on the list to ask questions about you....questions about the quality of your work, your character, your abilities.
- c. Usually, you provide a reference list to the employer *upon request*. That is, you don't provide the reference list until they ask you for it. But, you should have it ready and updated in case somebody asks you for it.

2. Guidelines for the Reference List

20 minutes

Make two column headings on the board like those below and begin a brainstorming session/discussion with students. Ask them questions about who to choose and NOT to choose for references, and what other things are important to keep in mind about references. Write their points on the board in the appropriate column as they are volunteered. Make sure the important points listed in the columns below are covered in your class:

Your reference should:

- be someone you have worked with OR someone who has seen you work
- ideally, be an ex-supervisor or boss, but can be a co-worker if necessary
- be able / willing to give you a good reference
- be someone you worked for in the last 4-5 years.
- include at least three people (if possible)

Your reference should NOT:

- be a family member
- just be a friend who hasn't worked with you
- be someone in another country

Note to Instructor: Here are three questions that students might ask, as well as some possible answers:

Q: *What if I never worked in this country?*

A: Think of places that you may have volunteered. Church, a community center, an immigrants' group, the library, your children's schools. You may be able to list the volunteer coordinator, or a fellow volunteer, in your reference list.

You should not list people in other countries because an employer would probably not make an international call and also because of a possible language barrier.

Finally, you can ask the Customer Service ESOL instructor if he/she can be listed in your reference list (**and/or** the director of the SSLC). See the sample reference list included in the Portfolio section for an example of this.

Q: Should I put my reference list in my resume? Should I always include my reference list when I apply for a job?

A: No. In the United States, the reference list is usually separate from the resume. You may include a line at the bottom of your resume that says, “References available upon request”. You don’t provide the list unless you are asked for it.

Note to Instructor: If there is no room on the resume, this can be omitted. Current convention dictates this is not necessary because it is assumed the applicant will provide the references if requested.

Q: What if I do not have three references?

A: It is standard to have at least three references. However, if you only have two, that is fine for now. After your next job, be sure to add to the reference. Also, remember that you can ask your instructor or the SSLC director if they are willing be listed among your references.

2. Asking Permission

15 minutes

Ask students, “What must I do before I put somebody in my reference list?” Elicit the answer that they must *check with* the person before putting them on the list. They should also let the reference know each time the list has been given to a potential employer, so the reference will not be surprised to receive a call and will be prepared to give a good recommendation.

In this part of the lesson, elicit from students the steps in calling a potential reference and asking for permission to include him or her. Then, elicit the language that would be used in the interaction. The steps - with appropriate language – are listed below:

Calling a potential reference:

1. Identify yourself and make sure the reference remembers you.

“Hello! Good afternoon. This is Carmen Hernandez. I worked for you at Smith’s Auto Parts in 2004. Do you remember me?”

2. Ask the person if he/she will be an employment reference for you.

“I would like to ask if you would be an employment reference for me?”

3. Thank the person. Then, gather all the information you will need to include him/her on your reference list. A sample list follows:

“How do you spell your last name?”

“What phone number should I use?”

“What is your title?”

“What are the best times to reach you?”

4. Tell the person you will keep him/her updated on your job search. Thank the person again and end the call.

“I will keep you updated about my progress. I will let you know if I give the list to an employer. Thanks again.”

Note to Instructor: Tell students that it is a good idea to follow up by offering their reference a current copy of their resume so that person can more accurately and fully provide a reference statement if asked by an employer.

3. Role Play: Calling A Reference

20 minutes

Ask students to get into pairs and take turns role-playing a call to one of their potential references. They can use cell phones or other phones as props.

4. The Reference List Worksheet

15 minutes

Students should use **P:3** of the **Portfolio Workbook**. They should fill out as much as they can from memory. They will have to take it home and finish it as homework, since they will need a lot of specific information that they are probably not carrying with them.

Refer students to the example reference list included in the **Portfolio Workbook P:4**. They can use this as a model when they begin type their own (in the next class – not today). The same heading should be used for both the reference list and their resume, which they will write later.

5. Writing and Wrap-up

30 minutes

The rest of the class today can be devoted to filling out the *Reference List Worksheet* and/or finishing up activities from other days.

At the end of class, remind students of what was covered in class today, emphasizing the fact that the skill of listening will be practiced throughout the course. Assign the homework.

Homework

Fill out the rest of the *Reference List Worksheet*, **Portfolio Workbook P:3**. This worksheet will need to be completed by the next class session.

Unit 2: Meeting the Customer's Needs

Day 3

Objectives:

Customer Service Skills	Job Readiness Skills	Grammar and Pronunciation Skills
<ul style="list-style-type: none"> Identify features and benefits. Describe products. Read and write an advertisement. 	<ul style="list-style-type: none"> Introduction to the SSLC computer lab. Begin to type the reference list. 	<ul style="list-style-type: none"> Practice clear speech.

Materials/Preparation:

- Copies of **TB 2:43**, *Descriptions*, cut into stacks of cards. Make one stack per pair of students.
- a hairdryer (preferably with several speeds)
- many small products for use in the features activities below: toys, pieces of clothing, packages of office supplies, a teapot, a watch, a toaster, a CD player, etc. Bring enough so that each group of three students can have two different products.
- A computer disk and disk label for each student.
- Set up a flipchart or a white board in the classroom. Make sure you have appropriate markers.

Key Vocabulary:

ad	feature	persuasive
advertisement	function	
benefit	merchandise	
brand	persuade	

Notes to Instructor:

Half of today's class involves an introduction to the use of the SSLC computers. Computer use is a challenging part of our course, since students often vary widely in computer skills and experience. After an introduction to the policies and procedures for using the SSLC computers, some students will be able to begin typing their reference lists right away. Others will need further training. See the lesson below and the instructor notes in the Computer Supplement for suggestions on addressing these needs.

Also, because of the patterns of use of the SSLC computer lab, it is possible that your class will not be able to use the lab today. Whenever this is the case during the course, simply move ahead in the lesson plans for the unit, and schedule a day in the lab as soon as possible to return to the lesson that requires use of the computers.

In today's class, you will also introduce the concept of product features. Review [Crisp Series Workbook 5: Explaining Features and Benefits](#), pp. 21-38, for a detailed discussion of features, benefits, and the key differences between them.

Warm-up: Descriptions

15 minutes

Set Up

1. Prepare cards from **TB 2:43**, *Descriptions*. You should have 1 set per pair of students.
2. Start the class by briefly describing a recent in your life that you enjoyed: a vacation, a nice weekend evening, or a recent holiday you enjoyed. Make sure your description includes several descriptive details.

Process

3. Now, ask students:

What were some characteristics of my vacation (holiday, etc.)?

Elicit a list of characteristics and write them in one corner of the board. For example, students might remember that it was *two weeks long, in Spain, fun, and relaxing*.

4. Tell students that today we will begin the class with conversation practice, focusing on descriptions of things and events. They should try to make their descriptions as detailed as possible, just like you did. Ask them to get into pairs and give each pair a face-down stack of cards. They should take turns pulling one card and asking their partner the question on the card. Circulate to listen and give individual feedback.

Reportback & Feedback

5. When they are finished, lead a class discussion about the answer to a few of the questions. Begin with the descriptions of the events and be sure to end with a description of a product (preferably the car). Make sure students can understand and pronounce the following words:

features advertisement persuade

Work with students on the comprehensible production of the phonemes in these new words. Note those sounds that are difficult for students to pronounce. On the next review day, you can take even more time to focus on the sounds that are causing students difficulty.

Transition

6. The discussion of the car question provides a opportunity to smoothly transition into a more in-depth presentation on product features.

Presentation: Product Features

30 minutes

Set Up

1. As students describe the features of the car they would like to buy (see step #5 of the warm-up above), write them on the board. Form two **unlabeled** columns on one side of the board, putting the features of the car (*model, color, etc.*) in one column, and any benefits they mention (*dependable, economical*) in the other. For example:

<i>red</i>	<i>beautiful</i>
<i>convertible</i>	<i>dependable</i>
<i>small</i>	<i>economical</i>

Process

2. Ask students:

What is the difference between the words & phrases in the two columns?

Try to elicit the answer that one column lists the car *features*. That is, the things about the car that make it special or different from other cars (the color, model, antilock breaks, etc.) The other column lists *benefits*. The benefits are actually positive results of the features themselves. For example, the fact that a car gets 30 miles to the gallon is a *feature*. A *benefit* of this feature is that the car is economical.

3. Show students a hair dryer. Ask them to name the product and then try to come up with a list of features. When you write their ideas on the board, organize them in such a way that you can later point out and distinguish features or feature categories (e.g., color) with examples of that feature (e.g., black, white, pink). See the example below:

Example: product --> hair dryer

<u>Feature</u>	<u>feature example(s)</u>
function	variable speeds: low, medium, high variable temperatures: cool, warm, hot
color	black
size	travel
material	plastic
brand	Panasonic
price	maybe \$15.00
style/model	unknown

4. Now, ask students to suggest some possible benefits of the features of the board. Elicit a few and write them in a separate column. Here are some examples:

<i>easy to carry with you</i>	<i>dries your hair but doesn't flatten it</i>
<i>inexpensive</i>	<i>durable</i>
<i>sleek and attractive</i>	

5. Make the following 2 points about features and benefits:

- a. A good retail salesperson always knows all of the features and some benefits of the various products s/he is selling.
- b. There are many different possible features and feature examples, depending upon the items you are selling. Generally, however, the features listed on the board (function, color, size, material, brand, price, style/model) are the ones you should get to know.

Wrap Up

6. Leave the hair dryer example on the board. It will help students do the next few activities.

Activity: Describe The Merchandise

10 minutes

Set Up

1. To reinforce the points covered in the presentation above, ask students to open to **SB 2:10**, *Describe The Merchandise*, and read the instructions.

Process

2. Students should take a few minutes to do the activity individually. Circulate to assist.

Reportback & Feedback

3. Go over the answers as a class. Take the opportunity to discuss any new vocabulary, including the word *merchandise*. Note that some features can be used to describe more than one item pictured.

Wrap Up

3. As a final step, ask students to identify which feature category the feature words correspond to. They can use the list on the board to help.

Examples:	size	→ size 10
		→ 16 oz. package
	material	→ wool
		→ silk

Activity: Know Your Features and Benefits

30 minutes

Set Up

1. Ask students to get into groups of 3 and open to **SB 2:11**, *Know Your Features and Benefits*. Pass out one of the items you have brought to class to each group (see Materials/Preparation for Day 3, above). Ask groups to identify the items. Take time to discuss and practice the pronunciation of any new words as a class.

Process

2. Ask groups to spend a few minutes putting together a list of the features of their item, placing them in the chart on **SB 2:11**. Circulate to assist. Make sure the feature category headings are on the board and that there is a good amount of writing space under or around each one.

Reportback & Feedback

3. When all groups are finished, a representative of each group should present their item to the class and describe its features as thoroughly as possible. As groups present, list the feature examples under the appropriate feature category headings on the board. Give groups feedback as they present, eliciting/suggesting more appropriate vocabulary where necessary and pointing out things done well and those features that have been omitted.

4. After each group presents, take a few minutes to brainstorm the benefits of each item as a class. Write those benefits on the board. Encourage them to be as creative as possible. This is an excellent opportunity to introduce new and useful vocabulary.

5. Now that all the features and benefits are on the board, take time to practice the pronunciation and discuss the definitions of some of the more important and/or difficult words.

Work with students on the comprehensible production of the phonemes in these new words. Note those sounds that are difficult for students to pronounce. On the next review day, you can take even more time to focus on the sounds that are causing students difficulty.

Transition

Ask students to tell you where they usually learn about the features and benefits of a product (in advertisements).

Reading and Writing Activity: Advertisements

30 minutes

Note to instructor: This activity ends with a writing assignment, the results of which will be used as a warm-up to the next class. If you have time in class today, allow students to begin the assignment in class, while you circulate to provide assistance and early feedback. Then, they can finish it later as homework if necessary. However, if you are running low on class time, the writing activity can be just assigned as homework.

Set Up

1. Bring up the fact that a store or company will use advertisements to present the features and benefits of their products. Ask students where they see/hear product advertisements – you will surely elicit a long list! (television, radio, billboards, t-shirts, buses, newspapers, flyers, etc.)

Process

2. Ask students to take a few minutes to read the advertisement on **SB 2:12**, *The ClearTone 500*.

3. Ask students to pair up and answer the questions that follow the ad.

Reportback & Feedback

4. Review students' answers as a group, creating a column of features and a column of benefits on the board. Possible answers to this post-reading activity are on **TB 2:44**.

Point out the fact that this ad did not actually say what product was being advertised (a telephone). Students were able to figure out the product because the features and benefits described all could be used to describe a telephone.

4. When reviewing the answer to question #4, write the words *persuade* and *persuasive* on the board. Discuss their meanings and practice their pronunciations. Encourage students to give concrete examples of persuasive writing in the advertisement. Point out that retail sales associates can use their knowledge of product features and benefits to gently persuade the customer to buy (while at the same time, not being pushy!)

Writing Practice

5. The writing assignment is listed at the bottom of **SB 2:12**. Discuss the instructions as a class. Emphasize the requirement that the type of product advertised should not be mentioned in their ad (though an invented brand name is fine). Instead, they should describe the product with features and benefits, just like in the advertisement they read. That way, their classmates will have to try to figure out what product they are describing. Whether or not you are able to give students time to work on this in class, announce that they should finish the assignment at home and be prepared to read it to the class tomorrow (or the next class day).

Note to instructor: There are large white envelopes on the SSLC Resource shelves that contain advertisements cut out from newspapers and magazines. One envelope contains ads that include printed descriptions of product features, while another just pictures the products without text. You can use these resources to create additional or alternative activities about ads and product features.

Presentation: Introduction to the SSLC Computers

30 minutes

Note to Instructor: Students at all levels of computer literacy will need to be a part of this brief introduction to the SSLC computers, the computer lab, and creating and saving a document on disk. Then, those with higher computer literacy will be able to move on to *Writing the Reference List*, below. However, many students may need additional assistance and training in order to go to the next activity. Ask those students to use adjacent computers. While the others move on to writing, you can continue the tutorial with those who need it. Depending upon the needs of your students, you may also consider providing a short computer tutorial outside of class time.

Make sure a flipchart with markers or a whiteboard are set up in the computer lab.

Set Up

1. Ask students to go into the computer lab and choose a computer. Those who have little experience with computers (and therefore think they may need help using the computer) should all sit in the same area. If you have more people in the class than there are computers, students

will have to double up. Pair up those who have a lot of computer experience with those that have very little.

They should bring notes, a writing utensil, their *Reference List Worksheet (Portfolio Workbook P:3)* which they should already have filled out, and the *Sample Reference List (Portfolio Workbook P:4)*.

Process

2. Once students are in the lab and sitting at a computer, show them how to log in to the SSLC computers. Write the username and password on the flipchart in the computer room. As of the writing of this document, these are the terms:

Username: *student*

Password: *trainingctr*

3. Students signed an SSLC policies agreement on the first day of class. Review the computer lab policies and guidelines:

- No food or drink in the SSLC computer lab.
- Computers are to be used only for job search or educational purposes.
- Computers may be used during the hours that the SSLC is open, when there is no other class or event in the computer lab. It is best to call the SSLC and find out the schedule if you are unsure if it is free that day.
- Never download anything onto the SSLC computers.
- You will be given a disk that should always stay at the SSLC. If you use it in other computers, we risk transmitting viruses to the SSLC computers.
- Be careful never to save anything on the SSLC computers. Use only your disk to save documents. All saved documents are erased from the computers at night.
- Four extra class hours are built into the SSLC Customer Service ESOL curriculum. That means that over the 8-week course, students need to spend 4 hours *outside of class* using the computers at the SSLC. These hours can be used to type the reference list and resume, search for jobs, learn to type using the Mavis-Beacon program, practice English, or related activities.

4. Sit at the most accessible computer in the room and ask students to stand in a close semi-circle around you, so that everybody can see. Go through the following groupings of vocabulary words, showing each one and, where applicable, demonstrating how it is used. Go through and practice each grouping before moving on to the next. Keep students involved by asking them to name the items or action before you do:

Grouping 1:

<i>CPU</i>	<i>screen</i>	<i>keyboard</i>
<i>monitor</i>	<i>mouse</i>	<i>disk</i>

Grouping 2:

<i>desktop</i>	<i>point</i>	<i>click (on)</i>	<i>icon</i>
<i>arrow</i>	<i>highlight</i>	<i>double-click (on)</i>	<i>program</i>

Grouping 3:

<i>open</i>	<i>A Drive</i>	<i>save</i>	<i>maximize</i>
<i>close</i>	<i>C Drive</i>	<i>drop-down menu</i>	<i>minimize</i>

Your task during this vocabulary demonstration is to create a new document in Word entitled *Reference List_Your Name*, and save it to your disk in the A Drive. Tell students that this is the beginning of their reference list, and everybody will need to accomplish at least the document creation today.

4. After students have watched the demonstration, ask them to go back to their computers. Give each student a disk and label and ask them to put their name and telephone number on it right now. The disks must stay at the SSLC in the container provided for them.

Transition and Wrap Up

5. Those who are able should feel free to move on to the next activity, *Typing the Reference List*. They should feel free to copy the model on **Portfolio Workbook P:4**. Tell them just to type the document. You can help them with formatting later.

If there is a group in the class that needs additional computer help, you may wish to spend extra time with a small group of them or work with the SEE Program administrator to refer them individually to computer courses at MontgomeryWorks. All students in the course need to develop, at the minimum, enough skills to type up and save their reference list and resume. The instructor can provide a lot of support in these two tasks, as well as do the final editing and formatting with the student, since these are skills that may be too advanced for some.

Activity: Typing the Reference List

15 minutes

Students will have class time to type their reference list. However, they are responsible for finishing it by the date you give (we suggest that the reference list be finished by the end of Unit 3.) As such, they may have to work on the reference list before or after class, or on Fridays.

The instructor will likely have to help students complete the final draft of the reference list by assisting with formatting and editing. Clearly, handing an employer a misspelled and poorly formatted reference list would be just as bad as not having a reference list at all, so the instructor should take the time to make sure each student's final draft is ready to be given to employers.

When a student has completed his/her final draft, make at least three copies of it – one for the student's SSLC file, and two for the student to keep in his/her portfolio. You should also assist the student in emailing himself or herself a copy of the document from his disk, so that he can save it to another computer if necessary.

Wrap-up

5 minutes

Briefly review the day's topics. Remind students about their writing homework. In the next class, they will present those advertisements to their classmates.

Note to Instructor: In the next class session, students will do the Size, Features, and Benefits role play. Remember to pack or lay out the realia needed for class! Some of the items are available at the SSLC. See the Unit 2, Day 4 lesson introduction on the next page for a complete list of the items that will be necessary.

Unit 2: Meeting the Customer's Needs

Day 4

Objectives:

Customer Service Skills	Job Readiness Skills	Grammar and Pronunciation Skills
<ul style="list-style-type: none"> • Present an advertisement. • Identify features and benefits. • Learn about the products you sell. • Read a product label. • Role play: Talking about size, features, and benefits. 	<ul style="list-style-type: none"> • Give constructive feedback to others. 	<ul style="list-style-type: none"> • Use Wh-questions.

Materials/Preparation:

- A variety of packaged foods and clothing with clear labels – each pair of students will need to use one food package and one item of clothing.
- Copies of *Size, Features and Benefits Role Play Cards*, **TG 2:45-46**, cut out and placed in sets.
- Items that correspond to the role play cards: a pair of shoes, a pair of blue jeans, a shirt, a few matching cups, and a matching metal butter knife, fork, and spoon.
- Copies of the *Instructor Role Play Evaluation* (**TG 2:47**– one copy for each student in the class.)

Key Vocabulary:

country of origin
fade
fiber content
shrink
wear

Notes to Instructor:

Today's lesson plan is tight, but all of it should be able to be accomplished in three hours if you plan your time accordingly. Make sure students come back promptly from break.

Warm-up: Advertise

30 minutes

Set Up

1. Ask students to take out the advertisement that they wrote last night. You may need to give students a few minutes at the beginning of class to finish the assignment and to ask you questions. Those who are finished could take this time to practice reading their ads to each other. Each student in the class should practice reading his or her ad at least once.

Process

2. Tell students that they will take turns presenting their ads in front of the class. They should try to speak clearly. You may want to take a moment to discuss what this means (pay attention to thought groups and stress, clear pronunciation of the ends of words, the use of *schwa* in many unstressed syllables, etc.)

During the presentations, students should listen actively. You may want to take a moment to discuss what this means, as discussed in class (make eye contact, show interest, try to anticipate what the person is going to say, etc.)

Reportback & Feedback

3. After each student reads his or her advertisement and the classmates guess at the product described, take just a few moments to review the ad as a whole class and give feedback to individuals. Ask:

What were the features of the product?

What were the benefits of the product?

Do you think the advertisement was persuasive? Why or why not?

Presentation: Learning about the Products You Sell

30 minutes

Set Up

1. Transition from the warm-up into this activity by asking students how else, besides through advertisements, they can learn about the products they sell when they are retail sales associates. Elicit the following:

- a. Read product labels and packaging
- b. Talk to co-workers or supervisors about the products
- c. Vendors/Companies – the people who provide the products to the stores
- d. Brochures about the products

Process

2. After eliciting all possibilities, focus students mainly on Point A, above. Show students a label from a piece of clothing you have brought. Ask them to tell you what kind of information they can find on clothing labels. Elicit the following and give examples:

- a. fiber content (100% cotton)
 - b. country of origin (Made in China)
 - c. care instructions (Dry clean only)
3. Make the following points, eliciting them if possible:
- a. These three categories of information are required by law on all apparel labels in the United States.
 - b. The highest percentage of fiber content is always listed first, with all others following in descending order.
 - c. Fiber content will help customers know how comfortable it will be for them and how it will withstand wear (stains, time, etc.)

Here are some common questions that customers might ask about clothing care:

Will this shrink?
Will this color fade?
Can I put this in the dryer?

Discuss these three questions and the words *shrink* and *fade*. Discuss which fabrics might shrink in the dryer or fade with time or washing (100% cotton, natural fibers...). As a group, practice the intonation of the questions.

4. Now, hold up a food package and ask what types of information one can commonly find on a food label. Elicit:

- a. serving size
 - b. nutritional information
 - c. calories and fat content
 - d. product ingredients
5. Make the following points about food labels, eliciting them if possible:
- a. These things are also listed by law on most food labels.
 - b. The ingredients list the highest-percentage ingredient first, with all others in descending order.
 - c. Information about fat, calories, and nutrition can be very important for customers with special dietary needs or allergies. Clearly, it is important to give customers correct and clear information about these things.

Transition

6. Tell students they will have the opportunity to practice reading food labels in the next activity.

Activity: Reading Labels

15 minutes

Set Up

1. Ask students to open to **SB 2:13**, *Reading Labels*, and take a few minutes to read both labels pictured there.

Process

2. They should work individually or in pairs to answer the questions based on the labels.

Reportback & Feedback

3. Review the answers to the questions as a whole class. Discuss any difficulties and practice the pronunciation of new words. The answers to this worksheet are listed below:

- | | |
|---|---|
| 1. 100% linen | 5. Popcorn |
| 2. USA | 6. 130 |
| 3. use a washing machine, warm water;
separate from other colors | 7. No |
| 4. Yes. Use the medium cycle. | 8. 9 grams [4.5 grams per serving;
2 servings per package] |

Activity: Asking about products

30 minutes

Set Up

1. Ask students to get into pairs, and give one student in each pair an item of clothing that you have brought. That student should read the clothing label while the other student writes four questions s/he has about that product on **SB 2:14**, *Asking About Products*. With a student volunteer, model one set of questions for the class:

*Where was this shirt made?
What is the fiber content?
Can I put this in the dryer?*

Process

2. The students with questions should interview the students with products, and note their replies on **SB 2:14**, *Asking About Products*. Circulate to assist with question formation and intonation and give feedback.

3. Now, ask students in pairs to switch roles. Pass out packaged foods and have the partner who wrote the questions now read the label. The other partner should write three questions on **SB 2:14**. With a student volunteer, model one set of questions for the class:

*How many servings of soup are in this can?
How many calories does this soup have?
Does it contain peanuts?*

4. The students with questions should interview the students with products, and note their replies on **SB 2:14**, *Asking About Products*. Circulate to assist with question formation and intonation and give feedback.

Reportback & Feedback

5. Write the following headings on the board:

Fiber content

Care instructions

Highest-percentage ingredients

6. Bring the class back together and ask students to use their notes to help you make lists on the board of all the vocabulary they found for label information. Discuss the meanings of the new words and practice the pronunciation. Give individual feedback where possible.

Role play: Size, Features and Benefits

55 minutes

Note to Instructor: It is very important that students have the necessary realia to do these role plays. See the list of materials needed for today's lesson plan.

Set Up

1. Tell students that today's role play will help them practice talking with customers about features and benefits, and also about fit and size. Remind students that open-ended questions can help a sales associate fit the product to the customer. Also, refresh students' memories about important considerations when helping a customer with clothing fit and size:

- Never contradict the customer about his size.
- Never guess the customer's size. Let the customer give you his/her size.
- Suggest that sizes vary between brands. Offer to bring several sizes.
- Give the customer information about the brand. Let him/her know if the brand "runs" small, large, wide, etc.
- Ask questions to understand the customer's needs. That will help you make suggestions.

2. Review some of the stock questions students can use to ask about size:

What size do you wear?

What size do you prefer?

What size is most comfortable for you?

May I help you find a size?

Process

3. Ask students to get into pairs and give each pair a set of *Size, Features and Benefits Role Play Cards* from **TB 2:45**. Also give each pair the corresponding realia for their role play. Pairs should choose who will play the customer and sales associate first, keeping in mind roles will switch.

4. Tell students to first make a quick list of the features of their product. That will help them talk about the features during the role play. They should also brainstorm some questions for the

customer to ask. **They should not script the entire role play.** However, a little preparation will be useful. Emphasize that they should end the role play when they get to the part where they would pay for the items. This will be covered later in the course.

5. Give students time to practice their role play 3-4 times. Circulate to observe and assist where necessary. Note problems to address later, but do not interrupt a role play in action. Pay special attention to all aspects of clear speech.
6. After the activity, bring the class back together. This may be a good time to briefly address any general problems that arose during the activity.

Performance & Feedback

7. Ask students to open to **SB 2:15**, *Role Play Peer Evaluation*. Give them a few minutes to read the form. Remind students to avoid writing during the role plays. They should be very quiet and give their full attention to each pair. They should also remember the polite ways to give feedback that we have practiced in class.

8. One by one, pairs should perform their role play in front of the class, taking turns being the customer and the sales associate. Be sure the class is completely quiet and attentive before allowing each pair to begin.

You (the instructor) should quickly fill out the instructor version of the *Evaluation*, **TG 2:47**, for each “sales associate” during and right after the role play, during the feedback discussion.

Afterward each role play, first ask the class, *What did they do well?* Discuss the responses. Then, ask the class, *What could they improve?* Discuss the responses. Be sure to ask the role players what they themselves felt they did well, and what they could improve.

9. After the first round of role plays, students should return to their pairs. Give them a new set of role play cards and realia, and repeat the process. This way, everybody has an opportunity to play the sales associate.

Wrap Up

10. Wrap up the role plays by discussing any loose ends and/or practicing those elements that seemed most challenging, including any pronunciation challenges. Pass out the Feedback Forms at the end of class.

Wrap-up

5 minutes

Remind students what was covered and accomplished in class today. As students are leaving, pass back their copies of the Feedback Form. Tell them when you are available to discuss their role plays in more detail, if they would like to do so.

Be sure to lay out or pack the realia needed for the warm-up for the next class session. See the list in the introduction to the lesson for Unit 2 Day 5, below.

Unit 2: Meeting the Customer's Needs

Day 5

Objectives:

Customer Service Skills	Job Readiness Skills	Grammar and Pronunciation Skills
<ul style="list-style-type: none">• Describe features.• Compare products.• Express preferences.• Make suggestions.	<ul style="list-style-type: none">• Learn about interviews in the United States.• Role Play: Practice the handshake.	<ul style="list-style-type: none">• Use comparatives and superlatives.• Emphasize focus words.• Phrase words into thought groups and pause between the phrases.• Use Wh-questions.

Materials/Preparation:

- A few small items of the same type to use in presentation on comparisons: 2 necklaces, 2 cups, 3 pens, 3 picture frames, etc.
- Pictures of Comparable Products envelope (white) – SSLC Resource Shelf in teacher office
- SSLC Audio Tape: *Making a Suggestion*

Key Vocabulary:

lightweight	recommend
interview	shape
pattern	suggest
posture	

Notes to Instructor:

Comparatives and superlatives are introduced in today's lesson. It is expected that students will have already been introduced to this grammar in previous English classes, so no attempt is given here to fully explain the formation and use of comparatives and superlatives. Instead, we practice their use in a retail sales setting. However, if you find that your students need a more in-depth review of comparatives and superlatives, take some time during the upcoming Review Day to draw from the activities in *Stand Out 4 (Unit 3)*, or another grammar textbook.

Warm-up: Features Grab Bag

20 minutes

Set Up

1. Show students the bag filled with items that you have prepared. Announce that, as a warm-up, volunteers can come up to the front of the room, place their hand in the bag to choose an item, and describe only the *features* of that item. They should not mention the benefits of the item or what it is used for. Their classmates will have to guess what they are describing.
2. Model one description. Place your hand in the bag and slowly describe its features. For example, if you choose a fork, you can describe it as follows:

This item is made of metal. It is long and slender, flattened slightly. One end of the long piece of metal is rounded. The other end is divided into three long metal spears that are pointed, but not sharp. This item is lightweight and silver.

Process

3. Take volunteers to come up, one by one, and choose an item to describe. While each one does so, you can stand at the board and write the features that that are mentioned. You can also assist with vocabulary where necessary, or hint at other features that might be helpful, if students are having trouble guessing.

Feedback & Wrap Up

4. Finish the warm-up by reviewing some of the important new descriptive vocabulary words, both in terms of meaning and pronunciation. Talk about new features that might have come up (shape, weight, pattern). Emphasize the fact that a good sales associate knows her products well and can describe them in detail.

Transition

5. Point out that sometimes a sales associate needs to compare the features of two or more products in order help a customer decide which to buy. In the activity we will do now, we will read about how a sales associate in a grocery store compares items to help a young couple.

Reading and Presentation on Comparative & Superlative: Buying Breakfast

Pre-reading

10 minutes

1. Set up the reading by explaining that they are going to read a story about two newlyweds who have to go grocery shopping together for the first time. They have a lot of choices to make. Ask students a few discussion questions:

Do you and your spouse want different things at the grocery store?

Do you prefer different kinds of bread, cereal, or milk?

What kinds of milk can you buy at the grocery store?

What kinds of breakfast cereal do you like? What kinds do you dislike?

Point out that, often, consumers have many choices. A sales associate can help people select from all the different choices available.

Reading

10 minutes

2. Ask students to open to **SB 2:16**, *Buying Breakfast*, and read the story about Susan and James. Circulate to assist. Remind them to read the story through once, and then they are free to use dictionaries if they would like to.

Post-Reading

20 minutes

3. After students finish reading, ask a few comprehension questions about the reading:

What do Susan and James need to buy? (milk and cereal)
What kind of milk do they choose? (with extra vitamins, large carton)
Who helps them choose their cereal? (the sales associate)
What is the first question the sales associate asks them? (How can I help you?)

4. Ask students to go back to the reading and work individually or with a partner to underline all the places in the reading where Susan, James, or the sales associate *compare* two items.

5. Ask volunteers to come to the board and write the comparative & superlative sentences or questions that they found. Have the volunteers read the sentences out loud for their classmates.

6. Show students that the comparisons in the reading take two basic forms. Write the forms on the board in the following manner so that students can see the grammatical structures they can use to compare any items:

This one is _____ than that one. (bigger, shorter, less expensive, etc.)

This one is/has _____, but that one is/has _____.

This one is the _____. (superlative)

Activity: Which do you prefer?

35 minutes

Set Up

1. Write on the board:

Which do you prefer? Why?

2. Take out the items that you brought to class. Hold up two like items and use comparatives to talk about your preferences. For example, if you hold up two necklaces, you could say:

This necklace is more expensive than that one. This one is made of gold, but that one is made of silver. However, I prefer that one, because it is prettier.

Hold up different sets of items and ask a few students the question on the board. Encourage students to use the comparative and superlative structures and features and benefits to compare the items.

Process

3. Now, ask students to get into pairs. Pass out the cards from the *Pictures of Comparable Products* envelope. Students should ask and answer the questions, *Which do you prefer?* and *Why?*, giving as much detail as possible about the features and benefits of the products and using comparatives and superlatives. Circulate to assist and give feedback to individuals.

Reportback & Feedback

4. Collect the cards and bring the class back together. Show a few of the cards (make sure all students have a chance to see the pictures) and ask one of the students from the pair who discussed it earlier, *Which do you prefer?* and then, *Why?* Encourage students to answer with as much detail as possible.

Listening Activity: Making a Suggestion

25 minutes

Set Up

1. Lead into this activity from the previous discussion by changing the questions you ask students about the cards. Instead of asking, *Which one do you prefer?*, ask *Which one do you suggest?* Accept students' answers and write the language they used to make the suggestion on the board. Try to elicit these stock phrases:

I suggest _____.

I recommend _____.

Why don't you try _____.

2. Point out that, up to this point in the course, we have been focusing on how to find out about a customer's needs. However, after a sales associate knows the customer's needs, she may need to make a product suggestion based on that information.

Process

3. Now, ask students to listen to the taped listening segment, *Making a Suggestion*. Play the taped segment twice. Answer any questions they have about what they heard. Ask the following comprehension questions:

What store does the sales associate work in? [Radio City]

What is the customer's special occasion? [Her daughter's wedding shower]

What is a wedding shower? [A party for the bride before her wedding. Usually only female friends and relatives attend and they all bring gifts for the bride.]

What product the sales associate suggest? [a digital camera]

Why? [It is dependable, takes high quality photos, records movies, and it is something the daughter and her new husband can enjoy together.]

Does the customer take the suggestion? [She is definitely considering it.]

4. Then, ask students to open to **SB 2:18-19**, *Making A Suggestion*, read the transcript of the conversation and note the missing elements. Play the tape a third time and have students listen and fill in the blanks. You may need to play the tape a fourth time.

Reportback & Feedback

5. As a class, go over the answers (the tapescript is on **TB 2:48**). If the stock phrases listed in #1 above have not yet all been elicited, take the time to write those on the board and practice their pronunciations.

During the discussion of the answer, ask students why the sales associate says things like, *Oh, congratulations!*, and *How nice!*, in response to the customer's statements. Point out that the sales associate uses to polite openers to build a friendly rapport with the customer, as well as to open to the door to asking for and giving important information.

6. Finally, focus on the pronunciation of the dialogue. Have students repeat the entire conversation chorally after you. Remind students to focus on the pronunciation of thought groups and the inclusion of pauses between each one. If you have time in class, ask them to go through and write where they believe the pauses should occur. Then, have students practice the dialogue in pairs, taking turns playing the sales associate and the customer. Circulate to assist and give individual feedback.

Presentation: The Interview

45 minutes

Set Up

1. Begin with a whole-class discussion. Ask a few of the following questions:
 - *What is an interview?*
 - *What happens in an interview?*
 - *Have you had a job interview in the United States? In your country?*
 - *What did you find difficult or interesting about your interviews (in either country)?*
 - *Have you noticed any differences between interviews in your country and the U.S.?*
 - *How do you feel when you go to a job interview?*

During this discussion, point out that some jobs do not require an interview. Some customer service positions have minimal or no interviews, while others have traditional interviews. In this class, we will be able to discuss students' experiences with all kinds of interview formats. However, we will practice a traditional interview format, since most job seekers encounter this type of interview at one point or another. It is very common in the United States and can be challenging for a job candidate with limited English proficiency.

Process

2. Transition from this general discussion to a more specific discussion of how students prepare for a job interview. Ask students to work in small groups and come up with a list of 5 “Preparation Tips for the Job Interview”.

Reportback & Feedback

3. Ask groups to report their tips to the whole class. Write them on the board (excluding duplicates). Discuss each as it is raised. Be sure to elicit or bring up any important tip (listed below) that students do not volunteer.

1. Dress professionally. [**Note:** This will be covered in the next Unit.]
2. Always say positive things about yourself and others (including former jobs/bosses/co-workers)
3. Smile and make eye contact.
4. Don't apologize for your English (i.e., stay positive!)
5. Research the company/position beforehand and *prepare some questions* for your interviewer(s). Research industry trends.
6. Try to stay calm! (Discuss how *students themselves* do this. For example: breathe deeply, be prepared, remember that you're interviewing them, too....)
7. Speak clearly. That includes speaking slowly and loudly enough.
8. Maintain good *posture* in both standing and sitting (Demonstrate this and have students practice it. Good posture in a chair includes sitting upright on the front part of the seat.)
9. Have at least 2 copies of your resume and reference list in a folder.
10. Carry pen and paper to take notes.
11. Practice before the interview with common interview questions and their answers.
12. Arrive early – at least 15 minutes.

Note to instructor: Students may have general questions or comments about the process of an interview. Discuss those at this time, as they are raised. You may need to discuss the facts that interviews in the U.S. can be formal or relatively informal and involve one or more interviewers. The interviewee usually waits for the interviewer to invite him/her to sit before doing so.

Some jobs require that you fill out an application before being considered for an interview, while others may not require much of an interview at all.

Finally, discuss inappropriate and illegal interview questions with students. Employers in the United States should not ask about the following topics during a job interview, because to not hire someone on the basis of any of them is discriminatory: **race, color, sex, religion, national origin, birthplace, age, disability, marital or family status**. It is likely that your students are not aware of the fact that questions about some or all of these topics are inappropriate in the U.S.

4. **The handshake.** A firm handshake is often an important sign of professionalism in the U.S. Point out that it is acceptable in the U.S. to initiate a handshake with an interviewer – it is not necessary to wait for him or her to initiate it (though that is more common). Also, women shake hands with men as well as with women – there are no gender differences in regard to

handshakes **as there are in some countries** – and a woman can initiate a handshake. For example, Chinese students at the SSLC have mentioned in past courses that the Chinese woman is expected to shake hands using only the first 1/3 of her hand.

Emphasize that the handshake should be reasonably firm, involving the entire arm, and that women especially should be sure to remember this. No limp or weak handshakes!

Practice

5. Model the firm handshake with each member of the class. Then, have students get up and circulate, shaking hands with everybody else in the room. Pay special attention to the handshakes of the women students, who sometimes are unaccustomed to shaking hands or to shaking hands in this way.

Wrap Up

6. End the discussion by stating that, in the coming weeks, students will have an opportunity to prepare answers for and role play common interview questions. By the end of the course, students will have role played interviews many times – and possibly even had some real interviews at job fairs - and this will help them gain fluency and confidence in their skills.

Wrap-Up

If there is any extra time in today's class period, allow students to use it to type their reference lists. End the class by reviewing the main points covered today.

Unit 2: Meeting the Customer's Needs

Day 6

Objectives:

Customer Service Skills	Job Readiness Skills	Grammar and Pronunciation Skills
<ul style="list-style-type: none">• Review	<ul style="list-style-type: none">• Review	<ul style="list-style-type: none">• Review

Materials/Preparation:

- Depends upon the plan for today, which is a review day.
- Copies of **TB 2:50**, *Expressing Preferences – Mix and Mingle*. Cut into cards.

Notes to Instructor:

Today is a built-in review day. You can use the day in the following ways:

- Catch up on material you have not been able to finish in class.
- Prepare additional grammar and pronunciation practice activities around areas where you have noticed that students have had difficulties, especially those areas that have been objectives in previous lessons of this curriculum. Use the textbooks listed in the References section for ideas.
- Do a role play that requires students to use the knowledge and skills gained since the course began.
- A game of “pictionary” or “taboo” involving vocabulary words learned thus far in the course.
- Work on Reference Lists.

Warm-up: Expressing Preferences – Mix and Mingle

15 minutes

1. Ask students to remind you about what you covered yesterday in class (among other things, expressing preferences and comparing items).
2. Give each student one of the *Mix 'n' Mingle* cards from **TB 2:50** and give them time to read it. Answer any vocabulary questions they may have. Then, ask students to walk among their classmates and ask each other the questions. They should try to poll at least five classmates. Ask them to try to remember peoples' preferences, so they can report on them afterwards.

Also, if necessary, you may need to remind students about the comparative structures that you discussed yesterday and encourage their use:

This one is _____ than that one. (bigger, shorter, less expensive, etc.)

This one is/has _____, but that one is/has _____.

3. Ask students to return to their seats. Follow up on the activity by asking each individual to briefly say what they learned from their classmates. What are the differences between the climate in the U.S. and the climate in other students' countries? What are the differences between having a large family and a small family? Encourage further discussion.

In-Class Review

This is up to you, the instructor. See the *Notes to Instructor* on the previous page for a list of suggestions.

Homework:

Assign the *Mystery Shopper 2* activity on **SB 2:20**. Go through the instructions (which are familiar now that they have done one Mystery Shopper activity already). Answer any questions they may have. Emphasize that it is important have the Mystery Shopper activity done by the next class session so that you can review their experiences together. It will only take between 10-15 minutes of their time. You may even want to let students out of class 15 minutes early with the instructions to go into the mall in pairs and complete their Mystery Shopper activity before they leave today.

Fit the Products to the Customer: A Second Look
INSTRUCTOR KEY

Instructions: After reading the article, answer the following questions with a partner.

1. Some important words in the article are underlined. Without using a dictionary, take a guess at their meaning. Try to think of other ways to say each of the words in English and write them below:

contradict: to say the opposite; to deny

customizing: make changes to a product so that it suits special needs

alternative: another choice or option

alterations: changes; make something a different size

cue: a hint, a clue, a signal

accessories: items that complement or are used along with a product

durability: the ability to last long time

pay off : bring good things; be worth a it

2. Fit and size are topics that can sometimes make people feel uncomfortable. Write three suggestions for sales associates who have to talk about size with a customer. One example is done for you:

Example: Never contradict the customer about his size.

(Answers will vary – try to elicit some form of the following:)

- **Never guess the customer’s size. Let the customer give you his/her size.**
- **Suggest that sizes vary between brands. Offer to bring several sizes.**
- **Give the customer information about the brand. Let him/her know if the brand “runs”* small, large, wide, etc.**
- **Ask questions to understand the customer’s needs. That will help you make a suggestion.**

***Note to Instructor:** Be sure to discuss the meaning and use of “run” in this context.

3. What are three extra services you may be able to offer to your customer, in order to provide a good fit?

special-order customizing alteration
(You can also suggest accessories.)

4. Re-read the last three sentences of the article. What should you do after you ask questions and mention additional services to your customer?

Listen to the customer!

Sizing Up Your Customer INSTRUCTOR KEY

Instructions: Work with a partner or two. What questions could you ask the customer in these situations? Then, one person in your group should write the answers.

1. A customer is searching for panty hose and you want to help her select the right size. Since panty hose is sized according to height and weight, it would be insensitive to simply ask “How much do you weigh?”

Instead, you might say:

Have you worn this brand before?

If customer says “yes”, ask: What size was the most comfortable for you?

If customer says “no”, ask: Let’s look at the size chart – where do you see yourself according to their recommendations?

2. A customer is looking for Italian sausage in your specialty foods store. She does not yet have any other items in her grocery basket, so you can’t guess what she is planning to prepare. You don’t know if she is shopping for her family’s dinner, or for a dinner party with a lot of guests.

You might say:

We have several types of Italian sausage...what are you preparing? OR How many people are you feeding? OR My mother always uses this in her lasagna...are you fixing a favorite family recipe? OR This is so good...what’s the occasion?

3. An elderly woman is looking for comfortable shoes. She needs a good fit, but you also want to be sure that she chooses shoes that she can put on easily and ones that provide good balance.

You might say: :

Will you be walking a great deal in these shoes? Do you prefer shoes that slip on, lace up, or that have Velcro closures? What brands have worked well for you in the past? What kind of socks will you be wearing with your shoes? Will you be wearing these mostly on carpeting or on slippery surfaces such as wood?

Fitting Clothing
INSTRUCTOR KEY

Instructions: Choose an expression from the box to match each of the situations below.

Excuse me, sir. Can I help you find a size?

Are you looking for yourself, or for a gift?

I'm not sure. Let me check for you.

Let me show you to the Misses department.

1. A very tall woman is looking at a blouse in the petite section. What could you ask?

Are you looking for yourself or for a gift?

2. A short and slender man is browsing in the menswear department. You think that he should look in the Young Men's department because the men's pants will be too big. What could you ask?

Excuse me, Sir. Can I help you find a size?

3. A young woman is shopping in the Career Professionals sections. She wants to find a T-shirt to wear to a party on the weekend. What can you say?

Let me show you to the Misses department.

4. A large man asks you if you have any pants in a size 32 waist. What should you say?

I'm not sure. Let me check for you.

Descriptions
Warm-up Exercise

<p>How do advertisements persuade people to buy products?</p>	<p>Imagine you are a scientist. What new product would you create?</p>
<p>Imagine you want to buy a car. What features are important to you?</p>	<p>Describe the most beautiful thing you have ever seen.</p>
<p>What features does your watch have?</p>	<p>Describe your dream vacation.</p>
<p>Describe your favorite holiday or special occasion.</p>	<p>What is the most unusual place you have ever seen an advertisement.</p>
<p>Would you wear a T-shirt that advertised a product? Why or why not?</p>	<p>Imagine that you opened a new bakery. How would you persuade people to come try your products?</p>

**The ClearTone 500
INSTRUCTOR KEY**

Instructions: Read the advertisement below. Then, work with a partner to answer the questions that follow.

The ClearTone 500 will improve your or your loved one's life! This 5.8 gigahertz cordless is lightweight, portable, and – at \$49.99 – surprisingly affordable. Features include customizable ring tones, flashing ring indicators, and background noise reducers, specially designed for those with hearing difficulties. It's available in black, white, and silver, colors that make it an attractive addition to any room in your home. And this offer comes with our exclusive money-back guarantee. Order yours while they last!

1. What product is the ClearTone 500? **A telephone**
2. What are some the features of the ClearTone 500?

price: \$49.99

color: black, white, silver

material: plastic

function: 5.8 gigahertz, customizable ring tones, flashing ring indicators, background noise reducers

style/model: cordless

3. What are some of the benefits of the product?

Lightweight, portable, affordable, special design for those with hearing difficulties, attractive, money-back guarantee

4. Do you think this ad is persuasive? Why or why not? Give examples from the ad to support your opinion.

Answers will vary.

Writing Practice:

Write an ad for a product you have in your home. Describe the features and benefits of the product – try to make your ad as persuasive as possible. Just like the ad above, do not say what the product is (for example, a telephone, a toaster, etc.) Just describe the product well and let your classmates guess the product when they hear the ad.

Size, Features, and Benefits Role Play Cards

Note to Instructor: Photocopy and cut these roles into card sets. Give each pair of students a set along with the corresponding realia. Make sure you have prepared all realia required.

<p style="text-align: center;"><u>Customer</u></p> <p>You are looking for a pair of shoes. When the sales associate asks you, you can give this information:</p> <ul style="list-style-type: none">- The shoes are for you.- You wear a size ____.- You need the shoes for a wedding. <p>Ask the sales associate questions about the features of the product he/she recommends.</p>	<p style="text-align: center;"><u>Sales Associate</u></p> <p>You work in a shoe store. Find out what your customer is looking for.</p> <p>Ask open-ended questions to find the best fit for your customer, and be sure to tell the customer about the features and benefits of the shoes you recommend.</p>
<p style="text-align: center;"><u>Customer</u></p> <p>You are looking for a pair of pants. When the sales associate asks you, you can give this information:</p> <ul style="list-style-type: none">- The pants are for your husband/wife.- He/She wears a size 10.- The pants are for wearing to the office, and should be lightweight enough for summer. <p>Ask the sales associate about the features of the product he/she recommends.</p>	<p style="text-align: center;"><u>Sales Associate</u></p> <p>You work in Macy's. Find out what your customer is looking for.</p> <p>Ask open-ended questions to find the best fit for your customer, and be sure to tell the customer about the features and benefits of the product you recommend.</p>
<p style="text-align: center;"><u>Customer</u></p> <p>You are looking for a dress. When the sales associate asks you, you can give this information:</p> <ul style="list-style-type: none">- The dress is for your sister.- She wears a size 8.- The dress is a birthday present.- The dress is for parties. <p>Ask the sales associate about the features of the product he/she recommends.</p>	<p style="text-align: center;"><u>Sales Associate</u></p> <p>You work in a women's clothing boutique. Find out what your customer is looking for.</p> <p>Ask open-ended questions to find the best fit for your customer, and be sure to tell the customer about the features and benefits of the product you recommend.</p>

<p style="text-align: center;"><u>Customer</u></p> <p>You are looking for a set of matching cups. When the sales associate asks you, you can give this information:</p> <ul style="list-style-type: none">- The cups are for you and your family.- You are looking for cups that are inexpensive and durable.- The cups are for home use, but also for picnics. <p>Ask the sales associate about the features of the product he/she recommends.</p>	<p style="text-align: center;"><u>Sales Associate</u></p> <p>You work in Target. Find out what your customer is looking for.</p> <p>Ask open-ended questions to find the best fit for your customer, and be sure to tell the customer about the features and benefits of the product you recommend.</p>
<p style="text-align: center;"><u>Customer</u></p> <p>You are looking for a set of silverware. When the sales associate asks you, you can give this information:</p> <ul style="list-style-type: none">- The silverware is for you and your family.- You are looking for silverware that is fancy and attractive, to use with company.- You prefer silverware made with real silver. <p>Ask the sales associate about the features of the product he/she recommends.</p>	<p style="text-align: center;"><u>Sales Associate</u></p> <p>You work in Macy's. Find out what your customer is looking for.</p> <p>Ask open-ended questions to find the best fit for your customer, and be sure to tell the customer about the features and benefits of the product you recommend.</p>

Size, Features, and Benefits Role Play Evaluation

Date: _____

Instructor: _____

Name of student playing Sales Associate: _____

Sales Associate: Checklist			
Rating Scale: 1 – needs improvement 2 – good 3 – excellent			
<i>The sales associate...</i>	<i>Circle a rating:</i>		
Greeted the customer promptly	1	2	3
Maintained a smile	1	2	3
Maintained eye contact	1	2	3
Was polite and friendly	1	2	3
Spoke clearly	1	2	3
Observed the customer’s behavior in order to choose the most appropriate questions.	1	2	3
Used open-ended questions to find out more information.	1	2	3
Referred to features and benefits.	1	2	3
Spoke about size appropriately.	1	2	3
Additional Comments: 			

Making a Suggestion
TAPESCRIPT

- Sales Associate: Good afternoon! Welcome to Radio City. Are you looking for something special today?
- Customer: Well, I'm mainly just browsing. Thanks.
- Sales Associate: Ok. Let me know if you need any help.
- Customer: Actually, I am having a little trouble deciding what to buy my daughter for her wedding shower.
- Sales Associate: Oh, Congratulations! When is the shower?
- Customer: Thank you. It's in two weeks.
- Sales Associate: I see. What do you have in mind?
- Customer: I'm trying to decide between that MP3 player and the Sony digital camera. She needs both of those things for her honeymoon.
- Sales Associate: Where is she going?
- Customer: Mexico.
- Sales Associate: How nice! Well, both of those items are excellent choices. They're portable and both will help her enjoy her honeymoon. However, I recommend the digital camera. It is a little more expensive than the MP3 player, but Sony is a more dependable brand. This model takes high quality photos and even records movies. Also, the camera is something that your daughter and her new husband can enjoy together.

Customer: Hmmm. That's a good point. Maybe I will get the camera. Thanks.

Sales Associate: I'm happy to help.

Expressing Preferences – Mix ‘n’ Mingle

<p>What are the differences between a house and an apartment? Which do you prefer?</p>	<p>What are the differences between learning in a classroom and studying by yourself? Which do you prefer?</p>
<p>What are the differences between schools in your country and in the United States? Which do you prefer?</p>	<p>What are the differences between the climate in this area and in your country? Which do you prefer?</p>
<p>What are the differences between being married and living alone? Which do you prefer?</p>	<p>What are the differences between TV and movies? Which do you prefer?</p>
<p>What are the differences between living in the city and living in the country? Which do you prefer?</p>	<p>What are the differences between having a large family and having a small family? Which do you prefer?</p>
<p>What are the differences between driving and taking public transportation? Which do you prefer?</p>	<p>What are the differences between working at home and working at a store or office? Which do you prefer?</p>

Unit 3: Working at a Store

Day 1

Objectives:

Customer Service Skills	Job Readiness Skills	Grammar and Pronunciation Skills
<ul style="list-style-type: none"> • Dress for success. • Offer choices. 	<ul style="list-style-type: none"> • Build interview skills. 	<ul style="list-style-type: none"> • Identify focus words. • Phrase words into thought groups; pause between them.

Materials/Preparation:

- Student Book Unit 3
- *Dress for Success* Envelopes (SSLC Resource Shelf – 3 envelopes)
- Two pieces of white or light-colored posterboard or flipchart paper, one labeled *Appropriate Professional Attire* at the top and the other labeled *Inappropriate Professional Attire*.
- Masking tape
- Permanent markers, preferably black
- SSLC Audio Tape, *Maytag Washer*

Key Vocabulary:

appearance	sloppy
attire	slacks
button-down	sports jacket
casual	suit
discount	torn
dress code	uniform
khakis	warranty
neat	wrinkled

Notes to Instructor:

Arrange a student tour of the MontgomeryWorks One Stop for sometime during this week. That entire process takes about an hour and a half of class time. The tour has not been built into a specific day of this Unit’s curriculum, because the exact day it can be arrange will vary from course to course. However, a couple lesson plans in this Unit take less time to accomplish than others, so as to leave time to thoroughly cover the Unit and also experience the tour.

Look Ahead:

The final draft Reference List is due to be completed by Day 4 of this Unit. Students should be working on it this week and turning in rough drafts to you to edit and get back to them in time for the Day 4 due date. Students with poor computer skills will probably need extra help with formatting and editing their papers this week.

Warm Up: Mystery Shopper 2 – Reportback

20 minutes

Set Up

1. In preparation for the warm-up, write questions 1 and 4 from the *Mystery Shopper 2* homework sheet (**SB 2:20**) on the board. Ask students to get out their homework sheet. Introduce the warm-up by asking students to tell you what stores they went to and whether they had, in general, positive or negative experiences (or both).

Process

2. Draw students' attention to questions 1 and 4 on the board. Ask them to get into small groups and take turns telling each other about their answers to 1 and 4 – about 3 minutes each. (Tell them you'll discuss the answers to the other questions later.) Circulate to assist and keep conversations on track.

Reportback & Feedback

3. After about 12 minutes, bring the class back together. Ask first about the answers to question 4 – let a few volunteers talk about their experience. Then, ask about question 2, soliciting several volunteers' experiences and writing noteworthy questions on the board.

4. Finally, move the discussion to question 1. As you discuss each student's answers to this question as a class, write words for clothing and appearance on the board in two columns – one column for items or practices you will later classify as appropriate, and one for items or practices you will later classify as inappropriate.

Transition

5. Use the discussion in ste #4 to transition smoothly into the *Dress for Success* presentation, below.

Presentation: Dress for Success

25 minutes

Set Up

1. As you solicit students' reports about what sales associates were wearing, ask them whether they felt associates' appearances were *appropriate* or *inappropriate*, and why. Begin two columns on the board, labeled accordingly, and include words for clothing and also adjectives or phrases that describe clothing, ways to dress, and personal appearance/hygiene.

Process

2. Move the discussion from the specific mystery shopper experiences to a broader discussion of what is appropriate and inappropriate dress in U.S. workplaces. Ask students to compare this to professional attire in their own countries. What are the similarities and differences?

Be sure to include the topic of personal hygiene in this discussion. In order to not offend students, raise the topic by asking them what they find inappropriate in a sales associate or co-worker when it comes to personal hygiene. Keep the discussion in the third person!

3. As you discuss, try to elicit the following vocabulary words:

appearance *neat* *sloppy* *casual* *uniform* *dress code*
pressed/ironed *khakis* *suit* *blouse* *low cut*
slacks *wrinkled* *sports jacket* *torn* *button-down*

4. Make sure the following points are covering during the discussion:

- a. Your work clothes and shoes should always be neat and clean.
- b. As a general rule, you should dress so as not to call undue attention to yourself. You are representing the store/company. Anything that distracts the customer's attention (low cut blouses, slogans on clothing, flashy jewelry, clothing that shows the stomach, chest, feet, or underwear) should not be worn.
- c. Nails should be clean, neat, and not too long.
- d. Casual does not mean sloppy.
- e. Personal hygiene: bathe, wear deodorant, smell good. However, do not use excessive amounts of perfume or cologne.
- f. If you smoke, make sure your clothing and breath do not smell of cigarettes.
- g. Men: shave or trim beard, style hair neatly.
- h. Women: make up should be subtle, jewelry should be minimal and/or not flashy, neatly styled hair, no clothing that is too tight or low cut.
- i. Hats are usually not appropriate in an office, except those that are for religious or cultural observance. In the United States, take off a hat upon entering a building.

5. Discuss the fact that what is considered professional attire differs from job to job. Discuss what constitutes professional attire in a fast food restaurant vs. an office vs. a construction job. Those students are or have been employed can discuss what is/was appropriate attire for their jobs.

Wrap Up

6. By the end of the discussion, you may have columns that look something like the following:

<u>Appropriate</u>	<u>Inappropriate</u>
neat	dirty
clean	torn
presentable	wrinkled
pressed	jeans
skirt (no shorter than 2 inches above the knee)	sneakers
dress	shorts
suit	low-cut blouses
close-toed shoes	tight-fitting clothing
subtle makeup, jewelry, cologne	excessive perfume/cologne
dress heels	sweatpants
tie	“spaghetti straps”
sports jacket	mini-skirts
slacks	t-shirts
khakis	shirts with slogans, pictures, etc.,
button-down shirts	open-toed shoes
blouse	wearing the same outfit repeatedly
deodorant	
matching	
conservative	

Note to Instructor: A former SSLC student once said that there is a “three-color rule” for workplace dress. Any outfit that one wears, including the shoes, should have no more than three colors in total. Any more than that is too distracting and looks less professional. This is an interesting idea to bring up and discuss with students.

Activity: Dress for Success

25 minutes

Note to instructor: Some of the images in the *Dress for Success* envelopes have been chosen because they are humorous, others because they are appropriate. Others have been chosen in an attempt to spark debate. For example, in some cases, most of a model’s outfit will be appropriate for the workplace, but one aspect will be inappropriate (e.g., a low-cut blouse, open-toed shoes, or blue jeans.) Also, each picture has a number on the back so that it can be replaced in the appropriate envelope after the activity is over.

Set Up

1. Divide students into three groups, and give each group a *Dress for Success* envelope.

Process

2. Ask them to go through the envelope and separate the clothing into piles according to whether it is appropriate or inappropriate for the workplace. Discuss. Tell them they must know or find out the English words for each article of clothing pictured. Circulate to assist.

3. Lay out the labeled pieces of flipchart paper or posterboard you have prepared (see Materials/Preparation, above) on a table. Leave out pieces of masking tape.
4. When groups are finished, tell the class they can create two posters that show what is appropriate and inappropriate. They should designate roles for this task within their group: one member of the group to bring the appropriate pictures to the table, another member to bring the inappropriate pictures, and a third with clear handwriting to write captions. Working together with the other groups' designated members, they should tape the images to the posterboard. They should work together so that the same types of clothing do not appear more than once on the poster. Then, the designated writers should write labels below the pictures (i.e. slacks, miniskirt, wrinkled, torn, suit, etc.) Circulate to assist.

Reportback & Feedback

5. When they are finished, discuss the posters as a group. Have them choose a place on the wall and hang the posters. They can stay on the wall for the rest of the course, if possible. (Since the pictures are laminated, the tape can be easily removed so that the pictures can be placed in the envelopes again and re-used in the next course.)

Wrap Up

6. Wrap up this activity by mentioning that the personal appearance of the sales associate is important to the success of a retail store. Any employee represents a company – s/he is the face of the company. It is important, therefore, to make a good first impression. Remind students of the first impressions that the sales associates made in the Mystery Shopper 2 homework activity. Were they positive or negative? Later in the unit, we will see that the appearance and atmosphere of the store itself are also very important.

Transition

Remind students that, in the last unit, the class discussed job interviews. One of the guidelines the class established was “dress professionally” The guidelines we discussed today also apply to interviews – with the exception that interviews often require even more professional attire than would be sometimes be expected on the job.

Now, we will continue with our discussion of interviews, and focus on how to answer a specific common interview question.

Presentation & Activity: Interview Question – *Tell me about yourself* 30 minutes

Note to instructor: This presentation/activity is one of a series of multi-step activities that can be used as warm-ups or at any time during the class. The goal of the activities is to prepare students for job interviews. Each activity focuses on good answers for a different common interview question and provides an opportunity for role play practice. This activity is the first of that series. Use the instructional process outlined below for this and future interview question activities.

Throughout the weeks that you practice the interview question activities, take good opportunities to remind students that while they should always be honest in an interview, they should also be savvy. They should put themselves in the place of the interviewer – what is she looking for? What could cause her concern about me as an employee? The interview is not the time for deep personal reflection and sharing. It is a well-practiced professional conversation, the goal of which is employment.

Today’s Interview Question: Tell me about yourself.

Set Up

1. Write the question on the board.
2. Introduce the request to the class as a common interview “question”. Tell students they will work in pairs for about 5 minutes to discuss (not write) appropriate answers to this question.
3. Before they begin, ask them to name the “Four Rules” for answering interview questions, and job them down on the board as they are volunteered. Since this is the first interview question activity, you will have to introduce these. For subsequent activities, students should be able to list them. They are:
 - a. Always be positive (about self and others).
 - b. Speak clearly and simply (and not too fast!)
 - c. Be informative but brief.
 - d. Give examples.

Process

4. Ask students to begin working in pairs. Circulate to assist and give individual feedback.

Reportback & Feedback

5. After students have worked for about 5 minutes, elicit possible answers from the group. Discuss the appropriateness of each answer and write 1-3 particularly good answers on the board. Consult the notes on the question (below) for suggestions and guidance.
6. After a few good answers have been decided upon, have students open to **Portfolio Workbook P:8** and fill it out with the question and good answers.

Practice

7. Remind students about focus words, thought groups, and pauses. Have them identify where these occur in the example answers you have created – first individually and then volunteers can identify them on the board. Then, practice saying the answers first as a whole class, then individually, and then in pairs.

8. Now, erase the board. Students should put away the paper and practice interviewing each other with the question on the board. Encourage them to play the part of the interviewee by smiling, making eye contact, speaking clearly, and practicing good sitting posture. All these are key aspects of the role play.

In the role play, they may not look at their notes. Circulate to assist and to enforce this important rule. The role plays are meant to prepare students for real interviews, so they must gain confidence in answering questions without notes.

Wrap Up

9. When role plays are finished, mention the worksheet should be kept and used to practice and prepare before the real interviews they will be doing soon.

Tell me about yourself.

This question should be answered briefly. The interviewee should avoid any answer that is too personal or calls attention to some weakness. It is fine to mention one's country of origin and speak briefly about one's interests, but the interviewee should focus primarily on his/her professional and employment interests and background. Of course, each student's answer will be different, but here are some example answers:

“I'm originally from Argentina, but I've lived in the United States for five years. In my country I worked in public relations for a large company, so I'm interested in positions in which I can work with people regularly and meet their needs.”

“I've lived in the United States for three years and have been studying customer service and sales. I would like to learn more about the banking industry and use the skills I have been learning to help other people.”

Listening Activity: Maytag Washer

25 minutes

Set Up

1. Pre-listening: Tell students that, in Unit 3, they will be learning how to offer choices and alternatives to customers. The listening segment they will hear has to do with washing machines and the different choices available to customers.

Ask students to describe the washing machines they use:

What cycles does your washing machine have? (cold, hot, delicates, woolens)

What size is your washing machine?

Is it front-loading or top-loading?

2. Explain that they will hear some customers discussing washing machines. Play the tape once.

Process

3. Ask students to open to **SB 3:2**, *Maytag Washer*, and skim the page. Then, play the tape again. Students should work individually or in pairs to complete the questions. Play the tape once more.

Reportback & Feedback

4. Go over the answers as a class (located on **TB 3:34**), giving individual feedback where possible.

5. Discuss the meanings of *warranty* and *discount* briefly, as some students will be unsure of their meaning. However, both concepts will be covered in greater detail later in the course.

Wrap Up

6. Discuss why it is a good idea to offer choices to your customer, instead of just suggesting one product. (**Possible answers:** Because the customer knows best what s/he needs; because customers have different needs and wants that they have not necessarily expressed; because each buying decision involves balancing several factors such as price, fit, style, etc.)

Wrap up

10 minutes

If time, ask students to take out their *Mystery Shopper 2* homework and look at their answers for question 3. Lead a brief discussion about how their shopping experience made them feel. Point out that a major goal of a good sales associate is to create a positive experience for the customer – and there are many things a good sales associate can do to help create that positive experience. We have discussed the customer service attitude, speaking clearly, listening actively, finding and fitting customer's needs, and personal appearance, among other things. The focus should always be on the customer.

Unit 3: Working at a Store

Day 2

Objectives:

Customer Service Skills	Job Readiness Skills	Grammar and Pronunciation Skills
<ul style="list-style-type: none"> • Learn about malls. • Identify types of retail stores and departments • Identify the benefits of working in retail sales. • Direct a customer to a department. • Find information in a retail sales environment. 	<ul style="list-style-type: none"> • Talk about preferences in work and the culture of work in the United States. 	<ul style="list-style-type: none"> • Use polite expressions. • Use comparatives and superlatives. • Use an adverbial clause beginning with <i>because</i> to indicate reason.

Materials/Preparation:

- Copies of **TG 3:35**, *Conversation Cards - Work*, cut into cards and stacked
- Copies of **TG 3:37-38**, *Helping Customers in a Superstore – Products*, cut into cards

Key Vocabulary:

apparel	shift
career	superstore
mall rat	unemployed
profession	workaholic
retail	

Notes to Instructor:

As announced on the first day, this course teaches skills that are applicable in most customer service positions, though our focus is clearly retail sales. By now, you know most of your students' customer service employment goals, and it is likely that some desire a job that is not in retail sales. However, one of today's presentations is designed to highlight some of the benefits of retail sales positions that students may not have considered, as well as make clear the distinction between a job and a career in customer service. Since many of this Unit's – and this course's – lessons are designed to prepare students for the retail sales profession, it may be useful to point out today that retail sales often offers entry level experience in customer service. With this experience, students can then go on to explore other customer service employment opportunities that may interest them.

Warm up: Conversation Cards – Work

15 minutes

Set Up

1. Tell students that part of the class will be devoted to talking about retail sales jobs. Therefore, we will begin the class with conversation cards on the subject of work.

Process

2. The conversation card warm-up process should now be familiar to students. Working in pairs, they will take turns pulling a card from the face-down stack you give each pair, and ask their partners the question. Encourage students to ask follow-up questions and, when it is their turn to answer, speak for at least 30 seconds on the topic.
3. Circulate to listen and assist, giving individual feedback where possible. Try not to interrupt an answer in progress, however. Note new vocabulary words and topics or questions to bring up when the class comes back together.

Reportback & Feedback

4. As a class, discuss only a few of the questions – those that seemed to inspire the most conversation in the pairs. Discuss the vocabulary words *workaholic* and *unemployed*.

Transition

Finish the brief discussion of the warm-up by discussing students' answers to this question: *In your country, what jobs are good jobs? Why?* Try to elicit a list not only of positions, but also characteristics of jobs (e.g., benefits, 40 hours a week, flexible schedules)

Presentation: The benefits of working in retail sales

15 minutes

Set Up

1. Write the words *job* and *profession* on the board. Ask students to give their thoughts on the difference between the two. Point out that a profession is something that people train for and take seriously. In a profession, people can advance through levels of responsibility. Retail sales is often thought of as a job, but that there are many benefits to considering retail sales as a *career*. Write the word *career* on the board, next to *profession*, and discuss its meaning.

Process

2. Ask students to spend a few minutes in groups of 2 or 3 and come up with a list of possible benefits to a career in retail sales. Students who have retail sales experience should ideally be distributed among the groups.

Reportback & Feedback

3. Bring the class back together and ask the groups to share their lists. Make a list on the board of their ideas and take time to discuss and explain them, asking those who have worked in retail sales to give examples from their own experience.

Note to instructor: It is important to have a realistic discussion here while listing the potential benefits of these positions. Retail sales positions vary widely in quality. *Some* retail sales positions will have *some* of these benefits, but it is rare to find one that has them all. Point out that many retail sales positions start at entry level and have few of these benefits. However, one can often advance quickly in retail sales. As an employee moves up through the ranks, it is common for more of these benefits to become attainable. Retail sales careers can be good choices for our immigrant students, providing more flexibility and opportunities for building communication skills than other typical jobs for newcomers to this country.

Be sure that the following benefits are included in the discussion:

- opportunity to help people
- opportunity to work flexible hours and *shifts*
- employee discounts on purchases
- ability to stay in retail sales if you move to another city – retail stores are everywhere
- health insurance benefits
- paid vacation
- flexible salary that can increase with time and effort
- opportunities to meet new people
- learning new skills that can be used in your daily life or other professions
- opportunity to practice English frequently
- if the position pays by commission, it can be motivating

Writing activity: The benefits of a career in retail sales

25 minutes

Note to instructor: If you need to make extra time for the MontgomeryWorks tour, assign this activity as homework.

Set Up

1. Announce that students will now have an opportunity to practice writing in English and further consider the benefits of a career in customer service. Before they do so, though, they will need to quickly review comparatives, superlatives, and adverbial clauses beginning with *because*.

Process

2. On the board, review comparatives, superlatives, and adverbial clauses beginning with *because* (to indicate *reason*) with students. To engage students in the quick review, you may wish to begin sentences on the board and have volunteers finish them.

Examples: People choose careers in retail sales because _____.

A flexible job is important because _____.

Paid vacation is _____ important than flexible hours. [less or more]

_[name of store]_____ probably has good employee discounts.

_____ has as much retail sales experience as _____ has.

3. Ask students to write a paragraph to persuade someone who is also an immigrant to prepare for a career in retail sales. Tell them that these paragraphs will go through a couple revisions, and the final product has the potential to be included in an outreach brochure or flyers for this course! We will keep copies of them in each student's file.

Review the following points about paragraph writing before allowing them to begin:

- Before writing, they should brainstorm some notes about what they are going to write. They should consider what their main point will be.
- Their paragraph should have a topic sentence, supporting details, and a conclusion.
- They should use appropriate capitalization, punctuation, and spelling.
- They should try to use at least one comparative or superlative sentence, and one complex sentence with *because* to indicate reason.

Feedback

4. Give students 15 minutes to write. Circulate to assist. Collect first drafts for review and editing and give back to students within no more than two days for revision. In your editing, consider capitalization, punctuation, grammar, and spelling, as well as organization that includes use of a topic sentence, details to support that topic, and a brief conclusion. By the middle of Unit 4, students should have completed a final draft of this paragraph.

Reading activity: Malls

Set Up

1. Ask students to tell you what kind of building they are in right now. (The SSLC is located in a mall.) Write the word *mall* on the board and practice its pronunciation. Tell students that malls were invented in the United States. Ask them whether or not similar places exist in their countries, and what sorts of things you can do there.

Process

2. Students should turn to **SB 3:3-4** and do the pre-reading exercise for the article *Malls*. Ask students to share their answers.

3. Then, ask students to read the article *Malls*, and then work individually or with a partner to answer the comprehension questions that follow. Circulate to assist.

Reportback & Feedback

4. As a class, go over the answers to the comprehension questions, asking volunteers to provide the correct answers. Discuss the new vocabulary, including *mall rats*, and practice the pronunciation of the new words. Transition into the presentation below.

Presentation: Types of retail stores and departments

25 minutes

Set Up

1. Point out that malls usually have a few large stores like Macy's, Sears, and JC Penney. Ask students what this type of store is called (department store). Write *department store* on the board and practice its pronunciation. Make sure it is clear that departments are the different sections or parts of the store.

Process

2. Elicit examples of departments you might find in a department store like Macy's, and list them on the board, practicing pronunciation and discussing new words (such as *apparel*) where necessary.

women's apparel
menswear
misses / juniors
accessories
infants / newborns
luggage

shoes
jewelry
housewares
appliances
toys
furniture

lingerie

Point out that departments often have different names in different stores.

3. Point out that other retail stores (sometimes attached to a mall) are huge department stores that sell a wide variety of items. Because of their size and shape, they are sometimes called *big box stores* or *superstores*, and they are very popular in the United States. Examples include Target and Wal-Mart. Ask students if they can list other superstores they know. Then, ask students to give examples of superstore departments they know and add these to the existing list on the board. Practice the pronunciation of these words and discuss their meanings.

sporting goods
office supplies
bed and bath / linens
electronics

home and garden
pharmacy
groceries
stationery

4. Finally, point out that smaller, more specialized stores (whether in a mall or outside of a mall) are simply called *retail stores*. The English words for the types of retail stores are often the same or similar to the names of departments in a department store; for example, *sporting goods store*, *office supply store*, *grocery store*. However, there are a few names for store types

that should be mentioned. Try to elicit at least the following retail store types by naming items that may be found within them. (Students will probably come up with more than are listed here.) Write them on the board.

convenience store
drug store
pet store

hardware store
home improvement store

Wrap Up

5. Practice the pronunciation as a group and then individually. Give individual feedback. Leave the names of the departments on the board from the previous presentation.

Additional Activity for Vocabulary Building: If time, give students a list of store types and have groups come up with 5 products that can be found in each. As a class, compare lists and discuss the new vocabulary.

Activity: Helping Customers in a Superstore

25 minutes

Set Up

1. Tell students that they may be able to find their first retail position as a sales associate in a superstore. A job like that would entail helping customers find the items they are looking for in such a large store. Ask them what they would need to know in order to help customers in a superstore (the names and locations of all the departments, the names and locations of items, product features, store policies.)

2. Write on the board:

Excuse me. I'm looking for a _____.

Tell students that you are a customer, and begin to ask various students for different products (toaster, aspirin, sheets, CD player, etc.). Suggest polite ways that sales associates might respond to the customer and write that on the board as well:

Certainly. It's in the _____ department. If you'll come with me, I'll show you.

Yes. You can find them in the _____ department. Follow me.

Students might also ask what they should say if they do not know where the product is located or if they do not understand the customer. You may want to elicit and practice the following responses with students as well:

I'm sorry. Could you repeat that?

I'm not sure. I am not very familiar with that department. But let me take you there. We will find it together or I will find someone to assist you.

Process

3. Have students practice the pronunciation of the customer's question and the sales associate's response. Leave them on the board for reference. Then, give each student a few of the product cards from **TG 3:37-38**. Explain that they should stand up and circulate around the room, taking turns playing the customer and the sales associate. They should ask their classmates for the products listed on their cards and respond to their requests for help. Circulate to listen and assist where necessary, giving feedback to individuals when possible.

Reportback & Feedback

4. When students have finished, follow up by asking volunteers in which department the products on the cards are located. Discuss differences of opinion.

Activity: Scavenger Hunt in the Mall

40 minutes

Note to instructor: This activity is not mandatory, but it is useful and fun if you have the time.

Set Up

1. Divide students into teams. Explain that they will be working as a team, in competition with all the other teams, to complete a *scavenger hunt* in the mall. Write the term *scavenger hunt* on the board and discuss its meaning.
2. Ask teams to use only one copy of **SB 3:5**. Ask the whole team to read it over briefly to see if they have any questions before they begin. Make sure they have a pen with them.

Process

3. Before allowing them to leave in their teams and begin, state the following rules:
 - a. Everyone must speak only English at all times.
 - b. The team must return to class *together* with their paper completed.
 - c. Even if they are not completely finished, each team must return no later than (give a time) . (It is recommended that you give them 30-45 minutes.)

Reportback & Feedback

4. When the teams have returned, compare sheets to see if you can find a winner! Congratulate the winners. Discuss the answers and their experiences as a class. Find out what was difficult and what was easy. Find out what question they asked to get the application and if they had any problems getting it.

Wrap up

5 minutes

Review the day's main points and preview the next class's topics.

Unit 3: Working at a Store

Day 3

Objectives:

Customer Service Skills	Job Readiness Skills	Grammar and Pronunciation Skills
<ul style="list-style-type: none"> Identify retail departments. Suggest alternatives. Identify characteristics of an inviting store. 	<ul style="list-style-type: none"> Build interview skills. Introduction to the resume. 	<ul style="list-style-type: none"> Articulate word endings to enhance comprehensibility. Use polite expressions. Identify focus words and thought groups.

Materials/Preparation:

- Copies of **TG 3:39**, *Department Store Pictionary Game*, cut into cards
- A coin or a die
- Markers, 1 blue, 1 red, and 1 black; and 2 cans of tomatoes, 1 14 oz. size and 1 32 oz. size
- Copies of **TG 3:40**, *Offer Alternatives*, cut into lists A and B

Key Vocabulary:

alternative
carry
competition
in stock

inviting
out of / out of stock
rain check
refer

resume
[plus words from reading]

Notes to Instructor:

Today you will introduce the resume. Each student will need to complete a final draft of his or her resume by the end of Unit 4. A simple model resume is included in the **Portfolio Workbook**. Encourage students to use this as a template. Over the next few classes, you will need to keep the due date in mind and follow the same process of editing and revision as you did for the reference list. Again, students with less computer experience will need quite a bit of assistance. When the final draft is completed, make at least three copies of it - one for the student's permanent SSLC file, and two for the student's portfolio.

There are many different formats for resumes. The model resume for this course has been chosen because of its simplicity and its suitability for the positions to which students will most likely be applying. Some students may wish to use other formats or may already have resumes completed. This is fine; however, even those with already-existing resumes must go through the process of editing and revision so that they end up with an acceptable version for their portfolio. Ideally, a resume should be revised to fit each position for which one is applying. However, many of our students will not be able to do this. As such, help them to craft a resume that is general enough to be used in applying for a range of positions.

Warm up: Department Store Pictionary Game

20 minutes

Set Up

1. Tell students that today's class will begin with a game that helps them review the names of common departments in a department store, which were covered in the previous class lesson.

Process

2. Divide students into two teams. Ask them to decide on a name for their team and write those names in the corner of the board, so that you can keep score.

3. Briefly explain the rules of the game: one student on the first team to play (roll a die or flip a coin) will be shown a card with the name of a department. She should go to the board and draw products from that department on the board until a *teammate* guesses the name of the department. The team has one minute to guess. If they guess it, they get a point. If they do not, the opposing team has one chance to confer and guess. If they guess it, they get a point. The process repeats with the other team, until each team has had 7 chances at the board (or a smaller number of chances – it is only necessary that each team receives the same number of chances at the board. There are 14 cards in all.)

4. As each team member comes up to the board in his or her turn, secretly show them one of the cards cut from **TG 3:39**. Keep score on the board as the game is played.

Wrap Up

5. Bring the class back together. Discuss the difficulties they encountered during the game and give additional feedback where appropriate.

Activity: Interview Question – *Why should we hire you for this position?* 25 min.

Note to instructor: This is the interviewee's opportunity to say positive things about himself or herself. In your class, it is also a useful opportunity to introduce and/or practice important vocabulary concerning job-related traits. Some words describing traits to use are listed below.

When answering this question, students should give two or three personal traits, and **back each one up with a simple example**. That way, they can illustrate for the interviewer **why** they believe they have the characteristics they claim. The best answers to this question are those that focus **on how the applicant can benefit the company**, not how the company can benefit the applicant. See the box below for examples.

Start this activity by having students brainstorm the traits while you write them on the board. Then, in pairs, they can practice interviewing each other and giving their own traits and examples.

Set Up

1. Write the question on the board.
2. Introduce the request to the class as a common interview question. Tell students to work in pairs for about 5 minutes to discuss (not write) appropriate answers to this question.
3. Before they begin, ask them to name the “Four Rules” for answering interview questions, and job them down on the board as they are volunteered. Since this is the first interview question activity, you will have to introduce these. For subsequent activities, students should be able to list them. They are:
 - a. Always be positive (about self and others).
 - b. Speak clearly and simply (and not too fast!)
 - c. Be informative but brief.
 - d. Give examples.

Process

4. After students have worked for about 5 minutes, elicit possible answers from the group. Discuss the appropriateness of each answer and write 1-3 particularly good answers on the board. Consult the notes the question (below, on following page) for suggestions and guidance.
5. After a few good answers have been decided upon, have students open to **Portfolio Workbook P:9** and fill it out with the question and good answers.
6. Remind students about focus words, thought groups, and pauses. Have them identify where these occur in the example answers you have created – first individually and then volunteers can identify them on the board. Then, practice saying the answers first as a whole class, then individually, and then in pairs.
7. Now, erase the board. Students should put away the paper and practice interviewing each other with the question on the board. Encourage them to play the part of the interviewee by smiling, making eye contact, speaking clearly, and practicing good sitting posture. All these are key aspects of the role play.

In the role play, they may not look at their notes. Circulate to assist and to enforce this important rule. The role plays are meant to prepare students for real interviews, so they must gain confidence in answering questions without notes.

Reportback & Feedback

8. When role plays are finished, mention the worksheet should be kept and used to practice and prepare before the real interviews they will be doing soon.

Why should we hire you for this position?

Possible traits:

I am...

neat	a team player	punctual	dependable
detail-oriented	honest	energetic	organized
hard-working	efficient	accurate	friendly
responsible	polite	professional	bilingual
trained in customer service			

“I am hard-working. For example, when I finish my work, I look for other work to do.”

“I am dependable. For example, I arrive on time and get my work done on time.”

Transition

Move from this activity into the following by pointing out that, for many positions, a job seeker will need an effective resume to qualify for an interview.

Presentation: The Resume

20 minutes

Set Up

1. Write the word *resume* on the board and ask students to tell you what it is. Practice the pronunciation. Poll students to find out who already has a resume, if they have used it to apply for jobs in the United States, and whether or not they used resumes for jobs in their countries.

Point out that the main goal of a resume is to get an interview.

Process

2. Point out that a resume is often an employer’s first impression of you. Therefore, a resume must be perfect. There should never be any errors of any sort.

3. Ask students to open to the model resume on **Portfolio Workbook P:6** and take a few minutes to read it. Then, they should work together in pairs or small groups to discover answers to the following questions, based on the model resume:

- What are the parts (sections) of a resume?
- What are some guidelines for writing a resume in the United States?

Circulate to assist.

Reportback & Feedback

4. After students have finished answering the questions in their groups, discuss the answers as a class. Make sure that the following information is covered:

Parts of a resume

Name & contact information
Summary
Professional experience
Education and training
Other skills
“References available upon request.”

Guidelines for writing a resume

Keep it to one page (2 at the most)
No errors of any type
Make it readable (bullets, short sentences)
Focus on skills and accomplishments
Use “action verbs” in the past tense
Never lie.
Don’t include personal information other than contact information
Don’t list references

In some countries, resumes carry pictures and/or a lot of personal information (such as number of children, marital status, non-work-related hobbies, etc.) Point out that U.S. resumes should not contain these things. Part of the reason for this is because there are possibilities for discrimination based upon them (age, marital status, children, etc.) Discuss with students why they might be discriminated against based on some of these characteristics.

Finally, you may see the need to discuss the difference between a curriculum vitae and a resume. In some countries, the exhaustive curriculum vitae is more common than the shorter, goal-focused resume we are advocating here. Some students may have extensive professional and academic experience in their home countries that they want to list. Suggest that they create both documents, but use the resume for the customer service-oriented positions for which they apply.

Reportback & Feedback

5. Now, tell students that they will need to create a resume in this course, the final version of which will be due by the end of the next unit. They will need to go through the same process of editing and revision that they did for the reference list. They may copy the format of the model resume. In addition, they may use the lists of key past tense verbs and key adjectives on **P:7** of the **Portfolio Workbook**.

Activity: It’s all in the past

25 minutes

Set Up

1. Reiterate the guidelines (covered in the previous presentation) that resumes in the United States should focus on accomplishments and incorporate “action verbs” in the past tense. Ask students to open to the list of past tense verbs on **P:7** of the **Portfolio Workbook**. Go over the verbs listed and discuss their meanings as a class.

Process

2. As a class, practice the pronunciation of the past tense verbs. Emphasize the fact that the endings of past tense verbs must be articulated clearly in order to be understood by the listener. Otherwise, the verb may sound as though it is in the present tense. Have students listen to your pronunciation and repeat chorally and then as individuals.

You may need to review with students the three phonetic manifestations of /-ed/: [Id], [d], [t]. For an explanation of these and additional practice, see Gilbert p.____.

3. Individually, students should use that list to write three statements about their past education or employment experience. Two statements should be true, and one should be false. It is important to model this activity first with statements of your own. Otherwise, students do tend to create statements that are too general, all true, or too difficult to guess for some other reason. Here are three example sentences:

I directed a national organization of 3,000 people.
I managed a project with a million dollar budget.
I taught Spanish in a large university.

In the example above, students would have to choose which of the three statements is false.

Reportback & Feedback

4. Circulate while they write to assist and make sure they have written one false statement.
5. Now, students should get into small groups of 3 or 4 and read their statements to each other. Members of the group should try to guess which statement is the false one. Circulate to listen to and give feedback on pronunciation.
6. Follow up by polling the students to find out who managed to fool the most people. Write some particularly good sentences on the board in order to give positive feedback.

Presentation: What to do when an item is not available

20 minutes

Set Up

1. Prepare for this presentation by giving one student the markers that you brought to class and another student the cans of tomatoes.

Process

2. Begin the presentation by asking the first student, in front of the class, for a red marker.

Excuse me. I'm looking for a red marker.

3. Allow the student to respond positively and give you the marker, and then write the exchange on the board.

Excuse me. I'm looking for a red marker.

Sure. Here you go.

Repeat the exchange with the blue marker.

4. Now, ask the same student for a green marker. S/he does not have it, so she will need to come up with a response. Try to elicit something similar to the following response and add it to the exchange on the board:

I'm sorry. We're out of green markers.

Repeat the exchanges above with the second student, asking first for a 32 oz. can of tomatoes (which s/he has) and a 6 oz. can of tomatoes (which s/he does not have.)

5. After the student tells you s/he is out of 6 oz. cans of tomatoes, transition into a discussion of the fact that sometimes you will not have the item that the customer is looking for. First, ask why that might be the case, and write those two reasons on the board:

*The store does not **carry** the items.*

*The store is **out of** those items. (i.e. That item is **out of stock**.)*

Practice

6. Discuss the new terminology (in bold above) and practice the pronunciation.

Process

7. Now, ask students what a sales associate can do in that situation, and write those options on the board:

- a. Offer an **alternative** (another color, size, brand, style, flavor, etc.)
- b. Offer a **rain check** (for the item at the current price, when it comes in).
- c. Offer to special order the item.
- d. Offer to call a different branch of the same store.
- e. Tell the customer that your store does not carry the item and **refer** them to the **competition** (i.e., suggest another store nearby that might carry the item.)

Practice

8. Mention that the last three options will depend upon store policy. Discuss the new terminology (in bold, above) and practice the pronunciation.

Transition

9. Tell students that all of these are options when the store does not have the item the customer is looking for. There will be opportunities later in the course to practice deciding between these options. In the next activity, they will practice offering alternatives.

Activity: Offer alternatives

30 minutes

Set Up

1. Return to the student who has the cans of tomatoes. Ask her again for the item she does not have (a 6 oz. can of tomatoes) and encourage her to offer you an alternative.

Process

2. Discuss appropriate ways to tell the customer the item is not available and to offer an alternative. Write the stock phrases on the board:

I'm sorry. We're out of _____.

OR

I'm sorry. We don't carry _____.

OR

I'm sorry. _____ are not in stock.

Would you like to try ...

- another color?*
- another size?*
- another brand?*
- another style?*
- another flavor? etc.*

Point out that they can suggest general alternatives like those above using the feature categories we discussed in Unit 2 (e.g., *Would you like to try another color?*) or more specific alternatives (e.g., *Would you like to try one in blue?*), depending upon the situation. Write this stock phrase on the board as well, and draw their attention to the use of *in* to offer a color, size, or style alternative:

Would you like to try one in blue?

Repeat the exchange with the student who has the markers (ask for the green marker again). Encourage him/her to use the phrases on the board.

3. Practice the pronunciation of the stock phrases on the board. Ask students to identify the thought groups, focus words, and pauses in the phrases. Have them repeat after you chorally as a class, and then ask individuals to repeat the phrases. Have students practice briefly in pairs.

Practice

4. Ask students to remain in pairs. Pass out the copies you made of the product lists on **TG 3:40**, giving each member of the pair a List A or a List B. Ask them to practice short conversations like the one on the board. Circulate to assist them in choosing good alternatives to offer. Remind them that they can suggest general alternatives or specific alternatives, depending upon the situation.

Reportback & Feedback

4. When they are finished, bring the class back together again (pairs should stay together) and follow up on the activity by role playing one exchange with each member of the class. Give individual feedback and, as a class, discuss responses where useful.

Reading: The characteristics of an inviting store

20 minutes

Note to instructor: If you need to make time for the MontgomeryWorks tour, this reading activity can be done as homework and discussed later as a class.

Set Up

1. Write on the board: *Make a good first impression*. Remind students that you have already discussed this concept in class and ask,

How can you make a good first impression on your customer?

Students will probably mention personal appearance and hygiene, covered earlier in the course.

Process

2. Tell them that a store can also make a good first impression on a customer. If it is a clean and pleasant place, people will be more likely to want to shop there. Ask the class if they have had experiences in which a store was or was not attractive, clean, or safe.

What was it like? How did it feel?

3. Tell students that all sales associates have some responsibility for keeping the store attractive, clean, and safe. Today's reading goes into more detail about how to accomplish this. Ask them to open to **SB 3:6**, *Maintain an Inviting Store*, and do the pre-reading vocabulary exercise in small groups. Discuss the answers as a class and practice the pronunciation of the words.

4. Now ask students to read the article. After they read, they can work on the ranking activity that follows in pairs or small groups. Circulate to assist and give individual feedback.

Reportback & Feedback

5. Discuss the answers as a class. The answers and commentary on the answers are listed on **TB 3:41**.

Wrap up

5 minutes

Briefly review today's main topics. End by reiterating the reading's point that a store should not only be clean and attractive, but should also be safe. In the next class, we will talk more about safety. Also, remind students that the final draft of their reference list is due in the next class session. Remind students that their resume must be completed by the end of Unit 4. That will require some work outside of class. Review with them the due dates for first and final drafts that you have established.

Unit 3: Working at a Store

Day 4

Objectives:

Customer Service Skills	Job Readiness Skills	Grammar and Pronunciation Skills
<ul style="list-style-type: none"> • Make suggestions and recommendations. • Know when to refer a customer elsewhere. • Role play: Offer alternatives • Promote safety on the job. 	<ul style="list-style-type: none"> • Build interview skills 	<ul style="list-style-type: none"> • Use polite expressions. • Identify focus words. • Identify thought groups and pause between them.

Materials/Preparation:

- Black Portfolios – one for each student
- Copies of **TG 3:43-44**, *Suggestions and Recommendations Cards*, cut into cards and stacked
- SSLC audio tape – *Refer the customer to the competition?*
- Copies of **TG 3:45**, *Offer Alternatives – Role play cards*, cut into cards

Key Vocabulary:

aware	life-threatening	spill
barriers	outlets	trip
common sense	overloaded	victim
CPR	promptly	weakness
dangerous	rack	worker's compensation
slip	injury / injured	

Notes to Instructor:

The final draft of the Reference List should be completed and copied by today. Make sure to keep one copy in the student's permanent file. Give the student at least two copies, as well as a black Portfolio folder. Emphasize that the Portfolio should be kept at home and kept looking nice – it is for job search purposes only.

Warm up: Making suggestions and recommendations

20 minutes

Set Up

1. Tell students that, as a sales associate, they will need to be comfortable making all sorts of recommendations and suggestions. For a warm-up, we will practice making suggestions and recommendations to our classmates.

Write the following lead and question on the board:

I'm looking for a good place to _____.
Can you recommend somewhere?

Process

2. Begin by using the leads on the board to ask various students about good places to get pizza, play basketball, see a movie, and take a walk. Use the students' responses to start building a list together of good ways to make suggestions and recommendations in English, and write these on the board:

I recommend you try _____.
I suggest you try _____.
Why don't you try _____?

3. Lead students in practicing the pronunciation of the questions and suggestions.

4. Now, ask students to get into pairs. Give each pair a face-down stack of the cards that you prepared from copies of **TG 3:43-44**. Tell them they should take turns pulling a card from the top of the stack and asking their classmate for a recommendation, using the leads on the board as models. Partners should make real recommendations and suggestions from their own experience. Circulate to listen, assist, and give feedback to individuals.

Reportback & Feedback

5. Follow up on the activity briefly by asking each student in the class for one recommendation. Discuss some of the students' answers, asking others if they would make the same recommendation, and why or why not.

Activity: Interview Question – *What are your weaknesses?*

25 minutes

Note to instructor: This tricky question can really stump the students. It is important for students to keep in mind the first of our “Four Rules” (which are listed below). They should try to turn this question around, taking another opportunity to say something positive about themselves. Honest is important, but only to a point – they should not be excessively candid with this question. Instead, encourage them to concentrate on answering briefly and positively, avoiding saying anything truly negative about their abilities or past performance, and then move on to the next question in the interview. Discourage students from saying that they don't have any weaknesses! This is obviously untrue for any candidate and will not impress the interviewer.

Some of our past students have reported that interviewers have asked them more pointed questions about their weaknesses. For example, one interviewer asked several of our students, “Are you ever late to work?” Other questions may masquerade as a “weakness” question; for example, “What aspects of your daily responsibilities do you dislike?”, “What suggestions did your previous supervisor have for improvement?”, “How do you think you could be more effective?”, and “Describe a project you worked on that didn’t turn out as well as you expected.” The interviewer will try hard to get the interviewee to say something negative, so students must be prepared. In circumstances such as these, students should follow the same guidelines presented for the “weaknesses” question: be brief, stay positive, and change the subject as soon as possible.

For the question, “Are you ever late to work?”, one possible answer is, “I am very punctual. However, if there is an emergency and I have to be late, I always call.” In this example, the student has answered the question well, yet also managed to say two positive things about herself.

For the question, “Describe a project you worked on that didn’t turn out as well as you expected,” the answers will of course vary widely. The interviewee should take this opportunity to show she has good judgment and other positive traits such as honesty, respect for authority, the ability to resolve problems quickly, responsibility, and the ability to reflect on one’s own actions. Each answer that a student chooses to give should highlight at least one or more of these attributes. Moreover, the problem chosen should ideally be one that the student did not cause herself, but instead one that was beyond her control, but that she was able to address and resolve successfully.

Be sure to teach the students that if an interviewer ever asks a pointed question about the interviewee’s propensity to be dishonest, cheat, or steal, the answer is always a firm “never”.

Finally, mention again the topic of illegal or inappropriate questions. Some questions, such as, “Do you have a car?” or “Are you a citizen?” are illegal, unless asked of everyone and/or required for the job.

Set Up

1. Write the question on the board.
2. Introduce the request to the class as a common interview question. Tell students they are going to work in pairs for about 5 minutes to discuss (not write) appropriate answers to this question.
3. Before they begin, ask them to name the “Four Rules” for answering interview questions, and job them down on the board as they are volunteered. Since this is the first interview question activity, you will have to introduce these. For subsequent activities, students should be able to list them. They are:
 - a. Always be positive (about self and others).
 - b. Speak clearly and simply (and not too fast!)
 - c. Be informative but brief.
 - d. Give examples.

Process

4. Ask students to start their pair work. After students have worked for about 5 minutes, elicit possible answers from the group. Discuss the appropriateness of each answer and write 1-3 particularly good answers on the board. Consult the notes on this question (above and below) for suggestions and guidance.
5. After a few good answers have been decided upon, have students open to **Portfolio Workbook P:10** and fill it out with the question and good answers.

Practice

6. Remind students about focus words, thought groups, and pauses. Have them identify where these occur in the example answers you have created – first individually and then volunteers can identify them on the board. Then, practice saying the answers first as a whole class, then individually, and then in pairs.
7. Now, erase the board. Students should put away the paper and practice interviewing each other with the question on the board. Encourage them to play the part of the interviewee by smiling, making eye contact, speaking clearly, and practicing good sitting posture. All these are key aspects of the role play.

In the role play, they may not look at their notes. Circulate to assist and to enforce this important rule. The role plays are meant to prepare students for real interviews, so they must gain confidence in answering questions without notes.

Wrap Up

8. When role plays are finished, mention the worksheet should be kept and used to practice and prepare before the real interviews they will be doing soon.

What are your weaknesses?

Possible answers:

“I am very hard-working. If I have any problems on the job, I work to improve myself. I take criticism well and I am a quick learner.”

“I can’t name on particular thing that has caused me problems lately. But, I think that there is always room to improve my skills and experience. I would like to learn even more about serving customers well.”

Listening activity: Refer the customer to the competition?

25 minutes

Set Up

1. Ask students to recall the options they identified in the previous class session for what to do when an item is not available. List them again on the board:

- a. Offer an **alternative** (another color, size, brand, style, flavor, etc.)
- b. Offer a **rain check** (for the item at the current price, when it comes in).
- c. Offer to special order the item.
- d. Offer to call a different branch of the same store.
- e. Tell the customer that your store does not carry the item and **refer** them to the **competition** (i.e., suggest another store nearby that might carry the item.)

2. Remind them that yesterday they practiced offering alternatives. Today, they are going to practice deciding whether to refer a customer to the competition or to offer another option on the list. Point out that the sales associate's most important goal is to meet the customer's needs, and sometimes that even means referring the customer to the competition when the associate's own store cannot meet the need. However, this must be decided on a case-by-case basis. This listening activity will give them practice in deciding.

Process

3. The audio tape has two "cases" for students to consider. Ask them to open to **SB 3:8, Refer the Customer to the Competition?** and read the solutions to the first case. Then, play Case 1 conversation for them twice. Check comprehension with a few factual questions about the case. Then, ask students work together in small groups to decide on the best solution. Encourage students to argue (politely) their opinions and give reasons to support them. It is possible that more than one answer is acceptable – their task is to choose the *best* answer. Circulate to assist.

Reportback & Feedback

4. Discuss the answers (listed below) as a whole class. Give feedback to students.
5. Repeat this process with Case 2.

Note to instructor: The tape script for this activity is listed on **TG 3:42**.

Best answer for Case 1: **b**

Best answer for Case 2: **c**

Role play: Offer alternatives

50 minutes

Set Up

1. Tell students that they will now have the opportunity to role play offering alternatives and deciding on the best course of action.

Process

2. Ask students to pair up and give each pair one of the cards. Instruct them to spread out in the classroom as much as possible, read the card and discuss the most appropriate response, and then take turns playing the customer and the sales associate. Encourage them to role play the entire interaction, starting with the customer entering the “store”. However, remind them that they should stop the interaction before they “pay” – we will discuss that later in the course.

Announce that they’ll be doing the role play in front of the class, so they may wish to practice a few times.

3. Circulate around the room, observing and assisting where necessary. Note problems to address later, but do not interrupt a role play in action. Pay special attention to all aspects of clear speech.

4. After the activity, bring the class back together. This may be a good time to briefly address any general problems that arose during the activity.

5. Ask students to open to **SB 3:9 - Offering Alternatives Role Play Peer Evaluation**. Give them a few minutes to read the form. Tell students that they can use the form to take notes on each role play they watch and to use as a guide when giving feedback afterwards. However, they should not do a lot of writing during the each role play. They should be very quiet and give their full attention to each pair.

You (the instructor) should quickly fill out the instructor version of the *Evaluation* on **TG 3:46** for each “sales associate” during and right after the role play, during the feedback discussion.

Performance & Feedback

6. One by one, pairs should perform their role play in front of the class, taking turns being the customer and the sales associate. Be sure the class is completely quiet and attentive before allowing each pair to begin. Afterwards, first ask the class, *What did they do well?* Discuss the responses. Then, ask the class, *What could they improve?* Discuss the responses. If students have difficulty giving constructive feedback, refer them to their Feedback Forms for ideas and remind them, if necessary, to use the polite feedback strategies they have practiced. Make sure you have filled out your Instructor Feedback Form as fully as possible before moving on to the next pair.

Reportback & Feedback

7. Finish the role plays by discussing any loose ends and/or practicing those elements that seemed most challenging, including any pronunciation challenges. Before students leave, give

them a copy of their Instructor Feedback Form (keep a copy in their file) and make yourself available to discuss your comments if students desire.

Presentation and Reading Activities: Safety in the workplace **40 minutes**

Note to instructor: The two readings, *Safety First* (**SB 3:10-11**) and *Help! There's Been an Accident!* (**SB 3:12-13**) are designed with their accompanying activities to be used either in class or as homework. There is time to do one of the activities in class. Both may be done at home if class time is needed for the MontgomeryWorks tour.

Set Up

1. Remind students that, as mentioned previously in this Unit, safety is an important priority for a sales associate or any other customer service representative. Ask students to tell about any experiences they have had as a customer or a worker when there were safety problems.

Process

2. If either or both readings are done in class, have students read the article through at least once without using a dictionary. Then, discuss the meaning and pronunciation of the underlined vocabulary words.

Alternatively, you could also list the underlined words on the board before students begin to read, and ask them to guess or tell the meanings. Then, students can read the article silently.

3. Have students work in pairs or small groups to answer the questions that follow both readings. Circulate to assist and give feedback to individuals.

Reportback & Feedback

4. Discuss the answers as a class when students have finished. Be sure to make the point repeatedly that safety is the first priority of the sales associate – all other responsibilities are secondary when there is hazardous situation or an emergency in the store.

Suggested answers for both reading activities may be found on **TG 3:47-48**.

If the articles are done as homework, be sure to have students discuss their answers in small groups in the following class session and then review the answers and important points as a whole class afterwards.

Wrap Up

5. To follow up on the activity, the class should brainstorm together a list of all the contact information that should appear on a store emergency number list that they may create. Write students' suggestions on the board. Make sure the following are included:

Ambulance
Fire department
Police department

Taxi
Poison Control Center
Janitor / Building Maintenance
Security
Building Management
Store Manager

For an additional homework assignment, have students create an identical list for posting by their home phones (and one to post next to the SSLC phones!)

Wrap up

5 minutes

Review the day's topics briefly with students. Announce that today was the last day of Unit 3. In the next session, the class will move on to Unit 4, *Using the Telephone*. However, the class will continue to cover topics related to working in a store throughout Unit 4 as well – there is a lot to learn!

Maytag Washer

INSTRUCTOR KEY

Instructions: Listen to the tape. Then, answer the questions.

The customers are shopping for a washer. They can choose between two brands: **Maytag** and **General Electric**.

1. Which brand is top loading? **General Electric**
What brand is front loading? **Maytag**
2. How big is the Maytag washer? **3 cubic feet**
3. How many wash cycles does it have? **5**
4. How long is the regular warranty? **5 years**
5. How long is the extended warranty? **10 years**
6. How much does the extended warranty cost? **100 dollars**
7. What is the regular price of the Maytag washer? **\$699 + tax**
8. How much is the discount? **10% for purchase over \$500.**

Bonus question:

How much will the customers pay for the washer? **The discount is \$69.90. They will pay \$629.01 + tax.**

Conversation Cards – Work

<p>Would you prefer to have an easy job or a job in which you make a lot of decisions?</p>	<p>Is it typical for men and women to have the same jobs in your country?</p>
<p>Describe the first job you did for money.</p>	<p>Would you prefer to work four ten-hour days a week or five eight-hour days? Why?</p>
<p>Do you think office romances can be successful? Why or why not?</p>	<p>In the United States, you usually call your co-workers and your boss by their first names. What about in your country?</p>
<p>Would you like a job that involves a lot of travel?</p>	<p>If you could own your own business, what would it be?</p>

<p>Are you a workaholic?</p>	<p>Have you ever been unemployed? If so, what was that like?</p>
<p>When you were a child, what job did you want to have when you were older?</p>	<p>In your country, what jobs are considered good jobs? Why?</p>
<p>What in your family (or among your friends) has the most interesting job? What about the most boring job?</p>	<p>What do you think is the worst job in the world?</p>

*Inspired by Karin's ESL Partyland, 1999, Karin M. Cintron,
www.eslpartyland.com/teachers/conversation/cqwork.htm*

and

*ESL Conversation Questions by Steven Saunders, 2004,
www.esljunction.com/conversation_questions/work.html*

Helping Customers in a Superstore – Products

cough medicine	pantyhose
legal pads	Barbie dolls
shoe polish	tennis rackets
whole wheat crackers	satin sheets
CD player	a birthday card
band-aids	barbecue tools

seeds	an electric hand drill
golf balls	slippers

Department Store Pictionary Game

Copy this page and cut out and stack the cards. Divide students into two teams. One student on the first team to play (flip a coin) will see a card with the name of a department. She should go to the board and draw products from that department on the board until a *teammate* guesses the name of the department. The team has one minute to guess. If they guess it, they get a point. If they do not, the opposing team has one chance to confer and guess. If they guess it, they get a point. The process repeats with the other team, until each team has had 7 chances at the board (or a smaller number of chances – it is only necessary that each team receives the same number of chances at the board. There are 14 cards in all.)

Menswear	Accessories
Shoes	Jewelry
Women's Apparel	Sporting Goods
Appliances	Housewares
Luggage	Infants
Cosmetics	Furniture
Toys	Electronics

Offer Alternatives – Product Lists A and B

Copy this sheet and cut out the lists. Give each student in a pair list A or list B.

List A	List B
Nike tennis shoes	a pair of low-rise blue jeans
a cell phone with camera feature	a pair of black leather gloves
a Prada handbag	a green toothbrush
a black miniskirt	Tylenol gel caps
a Sony television set	a pint of chocolate ice cream
Meow Mix brand cat food	a polka-dotted baby hat
a white blouse	white cotton socks
a striped tie	a small Pepsi
a pair of linen pants	a chicken sandwich
strawberry bubble gum	a yellow sundress

Maintain an Inviting Store
INSTRUCTOR ANSWER KEY AND NOTES

Sight

- __1__ a. Displays in your store windows.
- __2__ b. The entrance to your store.
- __4__ c. Your personal appearance.
- __3__ d. A merchandise display by the door

Display windows can have a powerful pull on customers, but when you decide what and how much to display, consider the speed at which customers are moving through the store. Customers who are enticed to enter will be immediately drawn to the first special display. As you greet each customer, you will be sized up immediately.

Smell

- __2__ a. Outdoor or mall smell.
- __3__ b. Your personal smell.
- __1__ c. The scent just inside the store.
- __4__ d. Odor coming from backroom.

It's important to be conscious of exactly what your customer will experience. You have control of some things more than others. Do what you can to ensure the comfort of your customers.

Sound

- __2__ a. Music playing.
- __1__ b. Your personal greeting.
- __3__ c. Salespeople talking together.
- __4__ d. Vacuum cleaner going.

Your customer will delight in a warm, sincere greeting. Music can create a buying mood by providing a stimulating environment. Pleasant music is inviting, but should not be overwhelming. Customers are often curious, and will be interested in merchandise-related conversations among sales associates, but will not appreciate being neglected while you discuss personal matters with co-workers. Finally, nothing is more distracting than a loud vacuum being operated during store hours.

From CRISP Series Workbook 12: Keeping Up Appearances. p. 66.

Refer the customer to the competition? **TAPESCRIPT**

Sales associate should be female and the customer male in the first case

In the second case, the sales associate should be male and the customer female.

Case 1: The Software Solution

Sales Associate: Good afternoon, sir. Welcome to Cyber City. What can I help you with today?

Customer: Hi. I'm looking for a computer-based tax program that I read an article about recently. It's called FastTax. Do you carry it?

Sales Associate: Well, we do carry it, but I'm not sure if it's in stock. It has been a big seller this month. Let's go to the software department and take a look. [Pause] No, I'm afraid we are out of stock.

Customer: Oh no! My taxes are due on Monday – I only have three days to get them done! I was really hoping to use that program.

Sales Associate: Let me check and see when the new supply order is due. [Pause] It says here that the new supply is due any time. In fact, it was due yesterday.

Case 2: The Burner Issue

Sales Associate: Good morning! Welcome to Spencer's Garden Shop. Are you looking for something special today?

Customer: I need some flower seeds and potting soil. It's only March, but I really want to get prepared for the spring.

Sales Associate: I can certainly help you with those. They are right over here with our spring gardening supplies.

Customer: Great! Thanks.

Sales Associate: Is there anything else I can help you find today?

Customer: Well, just one more thing. The burner on my gas barbecue is broken. I need to get a new one.

Sales Associate: Oh...I'm afraid we don't carry gas barbecue burners.

Adapted from pp. 48-49 of CRISP Series Workbook __

Suggestions and Recommendations Cards
Inspired by Bogglesworld.com

a good place to eat seafood	a good place to watch movies
a good place to eat food from your country	a good place to eat pizza
a good place to study	a good place to play video games
a good place to buy groceries	a good place to play soccer
a good place to buy CDs	a good place to listen to live music
a good place to shop	a good place to work out

a good place to go hiking	a good place to eat Italian food
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Offering Alternatives – Role Play Cards

<p>The customer has seen a red necklace in the catalog. She wants to buy it to wear with the dress she has just bought, but the necklace is out of stock.</p> <p>What can the sales associate do?</p>	<p>The customer is a college student. He comes into the store to buy a microwave. They ask for a Philips brand microwave, but the microwave is out of stock.</p> <p>What can the sales associate do?</p>
<p>The customer is shopping for lipstick. In the past, she has bought L’Oreal brand lipstick, but the color she prefers it out of stock.</p> <p>What can the sales associate do?</p>	<p>The customer is going to visit his grandmother in the hospital. He wants to take her favorite brand of chocolates, but they are out of stock.</p> <p>What can the sales associate do?</p>
<p>The customer is shopping for a pair of Levi’s brand blue jeans. Your store does not carry this brand, but you do carry other brands of jeans.</p> <p>What can the sales associate do?</p>	<p>The sales associate works in a small flower shop. The customer would like to buy a dozen white roses. The store does not carry white roses.</p> <p>What can the sales associate do?</p>

Offering Alternatives Role Play Evaluation

Date: _____

Instructor: _____

Name of student playing Sales Associate: _____

Sales Associate: Checklist			
Rating Scale: 1 – needs improvement			
2 – good			
3 – excellent			
<i>The sales associate...</i>	<i>Circle a rating:</i>		
Greeted the customer promptly.	1	2	3
Maintained a smile.	1	2	3
Maintained eye contact.	1	2	3
Was polite and friendly.	1	2	3
Spoke clearly.	1	2	3
Used open-ended questions to find out more information.	1	2	3
Offered the most appropriate alternative.	1	2	3
Used polite and appropriate language to offer the alternative.	1	2	3
Other? _____	1	2	3
_____	1	2	3
Additional Comments: 			

Responding to Safety Hazards INSTRUCTOR KEY

1. What is the first thing you should do if someone spills soda or food onto the sales floor?

- a. Call for a janitor.
- b. Clean it up yourself.
- c. ✓Make a barrier around the spill or stand near it to direct traffic away from it until it can be cleaned up.

Note to instructor: Depending on the particular store you work in, any of these responses may be acceptable; however, remember that your first priority is to prevent anyone from getting hurt, and erecting a barrier is the best temporary solution.

2. What is the first thing you should do if you find broken glass on the sales floor?

- a. Call for a janitor.
- b. Find a broom and clean it up yourself.
- c. ✓Make a barrier around the glass or stand near the glass to direct traffic away from it until it can be cleaned up.

3. What should you do if a shopper knocks a pyramid of canned food into the aisle?

- a. Call for a janitor.
- b. ✓Pick up the cans yourself.
- c. ✓Check on the shopper, then make a barrier around the cans until they can be cleaned up properly.

Note to instructor: Unlike questions 1 and 2, this situation requires no special equipment or cleaning products. It is important to check on the shopper, but after that, the best solution is to pick up the cans promptly yourself.

4. What should you do if you discover an electrical hazard?

- a. Nothing. The janitor is probably aware of the problem.
- b. Make temporary repairs as best you can.
- c. ✓Secure the area and report the situation to management for response by an electrician or qualified janitor.

5. What should you do with empty rolling racks?

- a. Call for a custodian to remove them.
- b. ✓Remove them yourself to a separate room not used by customers.
- c. Move them against a wall where they will be out of the way.

Responding to Injuries and Emergencies **INSTRUCTOR KEY**

Instructions: Read about the following situations and discuss how you should respond.

1. Customer: “I have a terrible pain in my chest. I think I might be having a heart attack. Please help me!”

Call 911!

Then, if you know CPR and it appears the customer is indeed having a heart attack, ask a co-worker to summon security or management and then begin CPR. If you are not certified in CPR, but another sales associate is, have a co-worker locate that person.

2. Customer: “I just cut myself on a staple sticking out from a box of detergent. Do you have a bandage?”

Offer the customer a bandage if you have one available. You should also locate the item/situation that caused the injury and take steps to prevent additional injuries.

3. Customer: “Excuse me. A lady in the next aisle just slipped on a spill of some kind, and I think she has hurt herself.”

First, erect a barrier around the spill to ensure that others will not be hurt. Then, remain calm as you attempt to determine from the woman the extent of her injury so you will be able to inform those who respond so they can take the appropriate action. Never attempt to move the victim. Follow your company’s procedures for dealing with minor injuries to customers. You should notify management and/or security about the incident to receive guidance on what further steps should be taken.

Unit 4: Using the Telephone

Day 1

Objectives:

Customer Service Skills	Job Readiness Skills	Grammar and Pronunciation Skills
<ul style="list-style-type: none">• Identify workplace telephone skills and tasks.• Answer the telephone.• Transfer a call.• End a telephone call.	<ul style="list-style-type: none">• Build interview skills.	<ul style="list-style-type: none">• Spell names clearly.• Ask for repetition and clarification.• Produce proper sentence and question intonation.• Use polite expressions.• Use idiomatic expressions.

Materials/Preparation:

- Student Book Unit 4
- Copies of **TG 4:48**, *Telephone Conversation Questions*, copied and cut into sets of cards
- SSLC Audio Tape: *Egyptian Cotton Sheets*
- Copies of **TG 4:50**, *Spelling Practice*, copied and cut into cards

Key Vocabulary:

call ahead
cell phone
telemarketer
transfer

Notes to Instructor:

Sometime near the middle of this Unit, students should have completed a final draft of their persuasive paragraph on the benefits of a career in retail sales. One copy of this paragraph should be kept in each student's file as an example of their writing and for possible later use in course outreach materials.

Warm-up: Telephone Conversation Questions

15 minutes

Set Up

1. In your overview of the class agenda, you have mentioned that Unit 4 covers telephone skills. Tell students that they can begin to discuss the topic with these conversation questions.

Process

2. Ask students to get into pairs and give each pair a stack of the *Telephone Conversation Questions* cards from **TG 4:48**, face-down. Ask them to take turns pulling a card and asking the question of the partner. Encourage them to only pull one question at a time (instead of looking at all the questions first) and to ask follow-up questions in order to have a longer conversation with each card.

3. Circulate to assist and make sure students speak only English during the conversations. Note which questions seem most interesting to students.

Reportback & Feedback

4. Bring the class back together and follow up on this activity by asking a few of the questions that seemed most interesting and collecting a few student responses. Practice the pronunciation of any useful or new vocabulary (telemarketer, cell phone).

Transition

As a final question, ask students:

Have you ever had to answer the phone on the job? (In your country or this country?)

What was difficult about it? What problems did you have? What did you learn?

Use their answers and the discussion that follows as the pre-listening exercise for the following presentation.

Presentation: Telephone Skills and Tasks

15 minutes

Set Up

1. Lead the previous warm-up discussion in such a way that you find out who among the students have already had to answer the phone on their job (either in the U.S. or their own country). Mention that this is often a responsibility of a sales associate or other customer service representative. If any have had the task of answering the telephone on the job, find out what types of things they had to do on the telephone.

Process

2. Write these on the board under the heading *Tasks*. Also, find out what they learned and what suggestions they have for using the telephone on the job. Elicit other suggestions from students and list the best ones on the board under the heading *Guidelines*. You can also have students work in small groups to come up with the guidelines and then present their ideas to the class.

Try to make sure at least the following are covered:

Tasks

Answering the phone
Putting someone on hold
Transferring calls
Taking messages
Giving information
Taking orders or other info
Handling complaints & requests

Guidelines

Speak clearly – enunciate even better than usual.
Learn the telephone’s features & practice them beforehand
Don’t have side conversations while using the telephone
Give the caller your full attention
Put the caller on hold before discussing with a co-worker
Never eat or drink while on the telephone
Answer the phone quickly – in three rings or fewer

Listening Activity: Calling Ahead

20 minutes

Note to Instructor: The Instructor Key for this activity can be found on **TG 4:49**.

Set Up

1. Tell students that they are now going to listen to a phone conversation between a customer and a couple sales associates. The customer is *calling ahead* to find out if a particular product is in stock.

Process

2. Play SSLC audio tape *Egyptian Cotton Sheets* one time. Then, ask students to open to **SB 4:2, Calling Ahead**, and read all the questions. Ask them to answer as many as they can after the first listen.

3. Play the tape a second time. Have students discuss and write the answers to the questions in pairs. You will most likely need to play the tape a third time for them to get most of the answers.

Note to instructor: For those classes that have lower-level students, **SB 4:2, Calling Ahead**, is divided into three sections. Students can concentrate on answering only one group of questions between each time they listen to the tape.

Reportback & Feedback

4. Go over the answers as a group. Discuss any difficult questions and any new vocabulary.

Note to Instructor: Focus on listening comprehension and any new vocabulary words in this exercise. If students bring up the stock phrases used by the sales associates in the listening, use the opportunity to transition into the next activity and presentation.

Listening and Pronunciation Activity & Presentation: Telephone Language **30 minutes**

Set Up

1. Tell students that there are common tasks performed via the telephone in a retail situation, and common phrases used in workplace telephone conversations to accomplish these tasks. If they learn and practice these phrases, their telephone conversations will be easier. There are several examples of these in the listening segment.

Process

2. Ask students to open to **SB 4:3, Telephone Language**. Play the tape (*Egyptian Cotton Sheets*) again once or twice and ask students to fill in the blanks with the phrases they hear.

3. Go over the answers as a class. As you go over each answer, make a task heading for that phrase along the top of the board and write the phrases underneath the heading, as follows:

Answering the call Transferring the call Asking for repetition Asking for spelling

Ending the call

4. After the answers have been written under the appropriate heading, ask students to offer any other suggestions of language to use to accomplish these retail telephone tasks. Students can write the suggestions on the bottom of their worksheet. Some suggestions follow. Try to elicit the following. Please note that the first example under each heading is the answer from the worksheet:

Answering the call

Good morning. Thank you for calling Smith's Department Store.

Hello. This is Macy's. Maria speaking. How may I help you? [This is the most complete greeting and therefore the most preferred. Note its 4 elements.]

Good afternoon – Macy's. What can I do for you today?

Putting on hold / Transferring the call

How may I direct your call?

Certainly. Please hold while I transfer your call.

Would you mind holding for a moment?

Please hold.

Thank you for holding. [Said when the associate picks up the phone again after a hold.]

Asking for repetition

I'm sorry. I didn't catch that.

I'm sorry. Could you repeat that, please?

Asking for spelling

Could you spell that for me?

How do you spell your last name?

Ending the call

[note: insert this from tape]

Thank you for your call. Have a good day.

Thank you for calling!

Is there anything else I can help you with today?

Feedback

5. Practice the pronunciation of the phrases, with attention to thought groups, focus words, and pauses. Give feedback to individuals.

Note to instructor: Avoid going into a more detailed discussion here of asking for clarification (as in cases when the listener hears only part of what the customer said), putting people on hold, and taking messages. These, along with practice in asking for spelling and telephone numbers, will be covered later in this unit.

Presentation: Your Best Voice

15 minutes

Set Up

1. After students have finished their pronunciation practice from the previous activity, transition into this presentation by giving them feedback on their pronunciation. Then, write the following sentence on the board:

Ms. Monroe has left for the day.

Process

2. Ask students to work briefly in pairs to try to say this sentence in each of the four ways:

with surprise in your voice

as a simple statement

as a secret

as a question

Call on volunteers to perform the different ways for the class. Ask students what the difference in all the sentences is, since the content is always the same [answer = vocal inflection].

3. Point out that while vocal inflection is always important in customer service, it is particularly important on the telephone, because the customer cannot see your face and body language. Vocal inflection will help the customer determine the meaning of what you say and can also affect the customer's overall experience on the telephone with you.

Point out that there are at least three factors that can affect how your voice sounds over the phone. You can control each of them. Try to elicit them from students. They are listed here:

- a. *Energy*. [Energy in the voice communicates shows a positive attitude and enthusiasm to the customer.]
- b. *Rate of speech*. [Speak at a normal pace or even slightly slower than normal.]
- c. *Pitch*. [This can be monotone, low, or high – model each. Point out that the tone

in English on the telephone – as in most customer service situations – should be varied.]

4. Finally, point out that a smile can be put into your voice, even over the phone. Remember to smile before you answer the phone because your voice will sound friendlier. You can even tape a note on the phone that says *Smile!*

Wrap Up

5. Ask students to listen to you say the sentence with a smile. Then, ask them say the sentence again themselves, this time with a smile on their face. They will probably notice the difference.

Activity: A Retail Conversation

15 minutes

Set Up

1. Ask students to now open to **SB 4:4, A Retail Conversation**.

Process

2. Ask them to work individually to fill in the blanks with the appropriate phrases from the box at the bottom of the page.

Reportback & Practice

3. Go over the answers as a group, then have students practice the conversations in pairs. Remind students to smile and be aware of the energy, rate of speech, pitch. Encourage them to consider thought groups, focus words, and pauses as they practice the conversations.

Feedback

4. Circulate to give individual feedback on vocal inflection and pronunciation.

Activity: Spelling Practice

30 minutes

Set Up

1. Remind students of the taped telephone conversation that they heard. What did the sales associate say when she wanted the customer to spell her name?

[Insert line from tape.]

2. Use this line to ask a few students in the class to spell their last names. Write the name on the board as they spell it.

3. Point out that there are techniques you can use in English to spell a name so that the other person understands you clearly. Present the techniques (listed below) and then demonstrate them with the names on the board.

- a. *Say the name before you spell it.*
[For example, if your name is Bill, you say, “Bill: B- I-L-L”.]
 - b. *Group the letters in small groups of 3, possibly 4, and pause between the letters.*
[For example, “Jennifer. J-E-N {pause} NIF {pause} ER”.]
 - c. *If you are spelling both first and last names – or other things of more than one word – identify the words before you spell them.* [For example, “First name, Bill: B-I-L-L. Last name, Jones: J-O-N-E-S.”]
4. Have students practice this with the names on the board, first repeating after you and then individually.

Process

5. Ask students to get into pairs and open to **SB 4:5**, *Spelling It Out*. Ask a couple volunteers to model the dialogue for the class. Then, ask the pairs to practice it, taking turns once as the customer and the sales associate. Circulate to make sure they are spelling the customer’s name using the techniques introduced above.
6. Now, give one face-down stack of cards from **TG 4:50**, *Spelling Practice Cards*, to each pair. Ask them to use the dialogue as a model to have similar conversations, taking turns playing the customer and the sales associate. Each time a student plays the customer, s/he should take a name card from the pile and use that name.

Reportback & Feedback

7. Circulate to give feedback to individuals. Encourage pairs to avoid looking at the model after they have practice a few times.
8. Ask a few pairs to demonstrate the conversation for the class.

Activity: Interview Question - *Give me an example of a problem you had at a previous job. How did you resolve it?*

25 minutes

Note to instructor: Of course, answers are going to vary widely here. The interviewee should take this opportunity to show she has good judgment and other positive traits such as **honesty, respect for authority, the ability to resolve problems quickly, responsibility,** and the **ability to reflect on one’s own actions.** Each brief example that the student chooses to give should highlight one or more of these attributes. Moreover, the problem chosen should ideally be one that the student did not cause herself, but instead one that was beyond her control, but that she was able to address and resolve successfully.

Set Up

1. Write the question on the board.
2. Introduce it to the class as a common interview question. Tell students to work in pairs for about 5 minutes to discuss (not write) appropriate answers to this question.
3. Before they begin, ask them to name the “Four Rules” for answering interview questions, and job them down on the board as they are volunteered. They are:
 - a. Always be positive (about self and others).
 - b. Speak clearly and simply (and not too fast!)
 - c. Be informative but brief.
 - d. Give examples.

Process

4. After students have worked for about 5 minutes, elicit possible answers from the group. Discuss the appropriateness of each answer and write 1-3 particularly good answers on the board. Consult the notes the question (below) for suggestions and guidance.
5. After a few good answers have been decided upon, have students open to **Portfolio Workbook P:11** and fill it out with the question and good answers.

Practice & Feedback

6. Now, erase the board. Students should put away the paper and practice interviewing each other with the question on the board. Encourage them to play the part of the interviewee by smiling, making eye contact, speaking clearly, and practicing good sitting posture. All these are key aspects of the role play.

In the role play, they may not look at their notes. Circulate to assist and to enforce this important rule. The role plays are meant to prepare students for real interviews, so they must gain confidence in answering questions without notes.

Wrap Up

7. When role plays are finished, mention the worksheet should be kept and used to practice and prepare before the real interviews they will be doing soon.

Wrap-up

2 minutes

Briefly review the important telephone tasks and skills that were covered today. Assign the homework listed below and tell students that it will be discussed at the beginning of the next class session.

Homework

Ask students to call any store and ask for their hours of operation. Then they should fill out **SB 4:6, *Mystery Shopper 3***, with the requested information. This will be discussed at the beginning of the next class session.

Unit 4: Using the Telephone

Day 2

Objectives:

Customer Service Skills	Job Readiness Skills	Grammar and Pronunciation Skills
<ul style="list-style-type: none"> • Use appropriate telephone terminology. • Leave a message. • Take a message. 		<ul style="list-style-type: none"> • Pronounce telephone numbers using chunking, intonation, and pauses. • Use polite expressions. • Use idiomatic expressions.

Materials/Preparation:

- Copies of **TG 4:51**, *Telephone English*, cut into strips and shuffled. You need 1 copy for each group of 3 students.
- A working telephone with a speakerphone feature. It should be plugged in and working.
- Copies of **TG 4:52** *Operator A* and **4:53**, *Operator B*. Students will be assigned either A or B.
- SSLC Audio Tape *Taking a Message*
- Copies of **TG 4:54**, *Telephone Role play: Taking and Leaving a Message*, cut into cards and stacked.
- Telephones for role play (optional but useful). Students can use their own cellphones, too.

Key Vocabulary:

answer	hold
busy signal	line
caller	pick up
call back	receiver
dial	ring
dial tone	ringer
directory	speakerphone
display	
hang up	

Notes to Instructor:

In today's lesson, you will be teaching the proper pronunciation of telephone numbers. Your students may have other pronunciation trouble with numbers other than that addressed here. For example, many students often have trouble making a distinction between *15* and *50*, *13* and *30*, etc. If you find this is the case for some of your students, consider doing extra practice on this skill. Try pp. 91-92 of *Clear Speech* or the other pronunciation textbooks on the SSLC Resource Shelf. These extra pronunciation activities could also be used on the upcoming review day.

Warm up: Homework Review & Telephone English

15 minutes

Set Up

1. Ask students to get out the homework that was assigned in the previous class session (**SB 4:6, *Mystery Shopper 3.***)

Homework Reportback

2. Ask volunteers to tell the class what store they called, how the sales associate greeted them, what the store's hours of operation are, what the associate did well, and what – if anything – they felt that the sales associate could improve.

If students come up with some good suggestions for how the sales associates could have improved, write these guidelines on the board and discuss them.

Process

3. Now, ask students to get into groups of 2 or 3. Tell them you'll be giving them strips of paper with 3 mixed up telephone conversations in them. They should sort out the 3 different conversations and put them in order.
4. Pass out the strips you have prepared from **TG 4:51, *Telephone English.***

Feedback

5. Circulate to assist and give individual feedback.

Presentation: Telephone Terminology

15 minutes

Set Up

1. Put the telephone in a place where every student can see it.
2. Point out that in order to use the telephone at work, one must understand and use the correct terminology. Telephones at a workplace can seem complicated at first, so it is important to practice with them first, if possible. Mention that many people use a "cheat sheet" until they become accustomed to the phone. As customer service representatives, they can prepare a "cheat sheet" for the language of the telephone call, as well one on how to use the different features of the telephone (like hold, transfer, etc.)

Refer back to those students who have used the telephone in their jobs. Did they ever use a "cheat sheet"? Did they find the phones complicated at first? How long did it take to become accustomed to them?

Process

2. Begin to elicit the following telephone terminology from the students by demonstrating the actions and pointing out the features.

Verbs

answer
call back
dial
hang up
pick up
ring

Nouns

busy signal
caller
dial tone
display
receiver
ringer

3. Write the words on the board as you introduce them. Practice their pronunciation. When you are finished, “quiz” students by pointing to something or acting something out, and have them tell you the corresponding new vocabulary word.

3. Show students where the buttons are for *hold*, *speakerphone*, and the multiple *lines*. If at all possible, coordinate with a co-worker to demonstrate the use of the buttons.

4. Finally, point out or reiterate that all phones are different in interface and complexity – they will have to learn the features of their particular workplace phone and practice as much as possible before beginning to take calls. Ask them for suggestions of how they might practice.

Wrap Up

5. Encourage them to use these new telephone terms for the rest of the course.

Explanation adapted from Clear Speech, pp. 91 - 118

Presentation: Pronouncing Telephone Numbers

15 minutes

Set Up

1. Write the following telephone number on the board:

241 – 487 - 7589

2. Ask students to listen to you say the number. Say it a few times out loud.

Process

3. Ask students what they notice about the pronunciation of the number. Try to get them to mention the following 3 key features, or point them out yourself:

- a. There are two pauses in the reading of the number, marked by the dashes.
- b. The vowel in the final number of each grouping is slightly drawn out.

- c. One's tone of voice falls at the end of the first two groupings of three numbers. In the four-number grouping, the tone falls but then rises on the second to last number and falls again on the last number.
(For a visual representation of this, see *Clear Speech* p. 93)
4. Model the pronunciation again. Then, have students repeat chorally after you, and then individually. Ask students for their own telephone numbers, and have them say the numbers out loud for the class.
 5. Make sure to mention the following points in your discussion of telephone numbers:
 - a. In English, we almost always say every number of a telephone number individually. That is, 7589 should be pronounced as "seven, five, eight, nine", not "seventy-five eighty-nine."
 - b. An exception to this rule is when there is a number ending in two or three 0's. For example, the SSLC telephone number is (240) 403-3600. The last four numbers are almost always pronounced as "thirty-six hundred".
 - c. The number 0 can be pronounced as "oh" or as "zero". To be clear on the phone, it is advisable to say "zero". However, customers will say it both ways, of course.

Wrap Up

6. Point out that saying telephone numbers correctly is a very important part of speaking clearly.

Activity: Operator

30 minutes

Set Up

1. Tell students that in the next activity, they play the role of a telephone operator at the Wheaton Mall. They will have a phone *directory*, and must take phone calls from customers who want the phone number of particular stores in the mall.
2. Elicit from students a typical phone conversation of this type. This will also be a way to review phone greetings. As you elicit the brief dialogue, write it on the board:

Operator: Good afternoon. Wheaton Mall. This is _____ speaking. How may I help you?

Customer: Hello. Could you tell me the number for McDonald's, please?

Operator: Yes. It's (301) 833-0284.

Customer: Thanks.

Operator: My pleasure. Have a nice day.

Process

3. Practice the pronunciation of the dialogue with students.
4. Ask students to get into pairs. Give one student in the pair a copy of **TG 4:52**, Operator A, and the other a copy of **TG 4:53**, Operator B. Go over the instructions with students. Remind them that it is important to use appropriate vocal intonation and smile, even when on the telephone.
5. Circulate to assist and give individual feedback on the pronunciation of the phone numbers and other aspects of the dialogue.

Reportback & Feedback

6. When they are finished, bring the class back together. Follow up on the activity by having the dialogue with individual students. Discuss those numbers that caused students difficulty.

If needed, take time in the feedback session to introduce and practice the language for making special requests on the telephone. For example:

*Could you speak up a little please?
Would you mind speaking a little slower, please?
Could you call me back? I think we have a bad connection.*

Listening Activity: Answering Machine

25 minutes

Set Up

1. Ask students what is the name of the machine or mechanism that takes messages when no one is there to answer a call. (answering machine and/or voicemail). Write the two answers on the board.
2. Tell students they are going to listen to and write down some taped voicemail messages. Ask them to open to **SB 4:7-10**, *Message Pad*, and take a look at the message pad. Remind them that voicemail messages are not always left in the order in which the information is requested on the message pad!
3. Prepare students for the listening activity by doing a practice message with them. Read the following message twice and have them write it down on their message pad (**SB 4:7-10**).

Hi, this is _____. I'm returning Jenny's call. She can call me at (222) 333-4444.

Check students' message pads to make sure they wrote it down correctly.

Process

4. Play the tape twice, giving students time to write down each message.

Reportback & Feedback

5. Go over the answers. Play the tape a final time. Discuss those messages that were difficult for the students.

Wrap Up

6. Point out that the messages have to be well-written and comprehensible to the person who is receiving them. However, they do not have to be written verbatim from the tape – a paraphrase is recommended.

Note to instructor: Paraphrasing is an important skill in taking messages. You may want to spend more time with this taped activity, working solely on paraphrasing the messages. This is also a useful activity for advanced classes and a suitable activity for the review day.

Presentation: Not Available? Taking and Leaving a Message

20 minutes

Set Up

1. Remind students that in the previous class session, you discussed the language for putting someone on hold and transferring someone's call. However, sometimes an individual will not be at work or will be in a meeting, and cannot take the call. Ask students what should be done in such a situation. Elicit the following:

- a. Let the caller know that the individual is not available
- b. Offer to take a message OR transfer to voicemail.

Process

2. Ask students to brainstorm ways to ask for someone, say that an individual is not in, and offer to take a message. Write the ideas on the board, then practice their pronunciation as a group:

Asking for someone

May I speak to _____, please?

Is _____ in?

When someone is not available

I'm sorry. _____ is not available at the moment.

I'm afraid _____ just stepped out.

Offer to take a message or transfer to voicemail

Would you like to leave a message?

Would you like his voicemail?

(Afterwards): I'll make sure he gets the message. Thank you.

Note to instructor: Now is a good time to mention that it is best to avoid explanations of where the unavailable individual actually is. For example, one should not say things like, "He hasn't come in yet" or "I don't know where he is" or "She left early." Not only can this irritate a

customer, but it might also make the store or company look less than professional – and it may violate the privacy of the individual who is being called. Therefore, it is best to give little information when someone is not available, as in the examples above.

3. Ask students what kind of information you need when you are taking a message for someone else. Elicit:

Name
Phone number
Time
Date
Written message

Wrap Up

4. Point out how important it is that the message be written clearly.

Telephone Role Play: Taking and Leaving a Message

45 minutes

Set Up

1. Explain that the following role play will give them an opportunity to both leave and take a message, thereby practicing the language they just used.

Process

2. Ask students to get into pairs and give one of the students in each pair a role play card from **TB 4:54, Telephone Role play: Taking and Leaving a Message**. Instruct the other student to play the customer service representative on the telephone. **The person their partner asks for is not available.** Tell them to use one of their Message Pad pages (**SB 4:7-10**) to take the message.

If you have phones to use as props, pass those out now. Students can also use their cell phones, if they have them, as props.

Remind students to use a good phone voice, and to smile as they pick up the receiver.

3. Circulate to assist and give individual feedback. When a pair has practiced one role play a couple times, ask them to switch roles, and give a different card to the new “caller”.

Performance & Feedback

4. Have students perform the role plays for the class and then critique them as a class, using the same techniques that have been used in previous role plays in the course.

If needed, take time in the feedback session to introduce and practice the language for making special requests on the telephone. For example:

Could you speak up a little please?
Would you mind speaking a little slower, please?
Could you call me back? I think we have a bad connection.

Note to Instructor: The best way to have students perform this role play for the class is to use real telephones. One student can be in the extra office at the SSLC, and the other one can be on speakerphone in the classroom. To set this up, follow the instructions listed below:

To set up a telephone role play:

1. The first office will be used for this role play, so leave that telephone there. Put one of the other telephones at the SSLC in the classroom.
2. Make sure that the button **DND** on the phone in the classroom is NOT lit.
3. Photocopy the instructions on **TB 4:57, Telephone Role Play Instructions**. Cut them in half, and place instructions for the caller next to the phone in the first office. Make sure to fill in the Extension Number on the instructions (see below). Place the instructions for the sales associate next to the phone in the classroom.
4. When the role play begins, take the caller into the first office and show him/her the instructions. Make sure she understands. Do the same for the sales associate in the classroom.

Here are the extension numbers for the phones at the SSLC:

Office #1: **11**

Office #2 (Director): **12**

Office #3 (Instructors): Larger desk on the right - **13**
Smaller desk on the left - **14**

Front Desk (Administrative Assistant): **15**

Wrap up

2 minutes

Review the day's topics and, if time, the new stock phrases that have been learned. If there were some comprehension difficulties during the role play, point out that, in the next class session, they will learn some good techniques for clarifying information over the telephone.

Unit 4: Using the Telephone

Day 3

Objectives:

Customer Service Skills	Job Readiness Skills	Grammar and Pronunciation Skills
<ul style="list-style-type: none"> • Use appropriate telephone terminology. • Serve two customers at once. • Provide balanced service. • Role play: Serve two customers at once. 	<ul style="list-style-type: none"> • Solve workplace problems as a team. • Describe the process of finding a job. • Read job ads. 	<ul style="list-style-type: none"> • Interrupt someone politely. • Ask for repetition. • Ask for clarification with wh-question words.

Materials/Preparation:

- Copies of **TG 4:55-56**, *Telephone Clarification Check A and B*. Half the students get A, half get B.
- Copies of **TG 4:63**, *Finding a Job - Conversation Questions*, cut into cards.
- Copies of **TG 4:58-61**, *Serving Two Customers At Once – Role Play*, cut into strips.
- Copies of **TG 4:62**, *Serving Two Customers At Once – Role Play Evaluation*.
- The classifieds sections from local newspapers.

Key Vocabulary:

abbreviation	classifieds
ad/advertisement	interrupt
balanced	take leave of
certainly	
clarification	

Notes to Instructor:

This is a reminder that resumes are due on Day 5 of this Unit. Remind students that they may need to devote some out-of-class hours to the resume in the coming days. You will need to work with them to edit drafts before or after class. Day 6 of this Unit is a Review Day, so some in-class time can be devoted to finalizing students' drafts, if needed.

Warm-up: Telephone Collocations

10 minutes

Set Up

1. Tell students that you are going to read out a list of words that all go with (or collocate with) a particular noun. The students should guess the noun that they go with. When a student guesses the noun they should put up their hand (but not call out the answer). Continue reading through the list until all students know the answer.

Process

2. Read out as follows: 'You can _____ it.' Fill in the blank with the words below. The answer is given in parentheses:

- a. answer, connect, pick up, speak to somebody on, leave off the hook (telephone)
- b. get, give, leave, pass on, receive, record, take, write down (message)
- c. have, make, keep, arrange, miss, cancel, postpone, fail to turn up for (appointment)
- d. check, get, give, place, lose, receive, delay, compete for, confirm (order)
- e. have, listen to, take part in, carry on, continue, break off, strike up a (conversation)
- f. take, make, give somebody, wait for, accept, place, return somebody's, put through (call)

Follow Up

3. You may want to follow up on this quick warm-up by using it for vocabulary building. There will certainly be several words with which students are not familiar. Consider giving them a list of the collocations and discussing some of the new words, or doing a collaborative story-telling exercise in which each student has to tell part of a story called "A Busy Day at the Office", using one of the new collocations.

This activity found at www.onestopenglish.com/tefl_esl_warmers/telephone.htm

Presentation: Repetition and Clarification

15 minutes

Set Up

1. Remind students of yesterday's telephone role plays, and some of the difficulties they had in understanding and therefore responding to their partners over the phone. Ask them to remind you of the phrases they've learned to use in situations like those. Write them on the board:

Asking for repetition
I'm sorry. I didn't catch that.
I'm sorry. Could you repeat that, please?
I'm sorry. I don't understand. What did you say?

Process

2. Point out that the "I'm sorry" in the examples above is important. It's not just an apology – it helps them interrupt the telephone conversation politely. Practice the pronunciation of the phrases as a group.

3. Point out that these are useful phrases, but they have their limitations. For example, what if you understood most of what the caller said, but missed just a word or two. It would be unfortunate to have to ask them to repeat their *entire* sentence, and it might make the caller impatient.

To illustrate your point, say *blah blah* in place of parts of sentences, directed toward individual students. Encourage them to ask you for clarification of the sentences by:

- a. *repeating the part of the sentence they heard*
 - b. *using a wh-question word to replace the part they did not hear*
- OR
- c. *rephrase or paraphrase the question, using a wh-question word to request the missing information.*

Point out that when the caller clarifies what s/he said, it is important to confirm that you understood with something like a simple, “I see” or “oh, ok, thanks.”

Here are some examples to guide this part of the presentation:

- **I always take blah blah with me on long bus rides.**
[Sorry. You take what with you? OR I’m sorry. What do you take with you?]
- **After blah blah, I like to watch TV for about an hour.**
[Sorry. You like to watch TV when? OR Sorry. When do you watch TV.?)
- **I saw blah blah the other day in the grocery store.**
[I’m sorry. You saw who the other day? OR Sorry. Who did you see?]
- **I know how to speak blah blah very well.**
[Sorry. I didn’t understand. What do you speak well?]

Transition

4. Use the discussion above to transition directly and smoothly into the following activity.

Activity: Blah Blah Blah

15 minutes

Set Up

1. To practice the skill learned above, ask students to open to **SB 4:11**, *Blah Blah Blah*.

Process

- 2. As a group, practice saying the boxed expressions aloud.
- 3. Ask students to take a few minutes to fill in the blank with the correct phrase. Circulate to assist.

Reportback & Feedback

4. Follow up by reading the sentences out loud and asking volunteers to respond appropriately. You can also have students practice the exchanges briefly in pairs. For more advanced classes, however, use this short activity as a way to transition into the next one.

Activity: Telephone Clarification Check

15 minutes

Note to instructor: For best results, follow the process instructions for this activity closely. Giving out Part B at the beginning, or allowing students to alternate back and forth with the calls, has proven confusing for students in the past.

Set Up

1. Ask students to get into pairs. Give one member of the pair Part A of **TG 4:55** (save Part B for later).
2. Explain that they will be using the sheet as a guide for role playing telephone calls. The student with Part A will “call” her partner and ask the first question on the list. Her partner will respond with the appropriate clarification question, and then the first student will clarify with the sentence in brackets.

The first student should do every call on her sheet. When they are finished, give the other partner Part B, **TG 4:56**.

3. Model the exchange first with a volunteer. Example:

Student: Good afternoon. Macy’s. Iris speaking. How may I help you?

Instructor: Hi. I need to buy a blah blah.

Student: I’m sorry. What do you need to buy? [OR: Oh, excuse me. You need to buy what?]

Instructor: I need to buy a gift certificate.

Student: Oh, a gift certificate. Certainly.

Process

4. Have students begin and circulate to assist and give individual feedback.

Reportback & Feedback

5. To follow up, have students role play some of the exchanges for the class or role play one exchange with each student in the class. Discuss the more difficult ones on the board.

Presentation: Serving Two Customers At Once

25 minutes

Set Up

1. Remind students of the guideline, established earlier in this Unit, that the sales associate should give her full attention to the customer on the telephone. This is also a good guideline for a sales associate who is helping a customer in the store – the sales associate should give the customer she is helping her full attention.

Process

2. While this is a good guideline, sometimes it is not possible. Ask students to suggest situations in which that might *not* be possible for the sales associate (whether she is on the phone or just helping a customer inside the store). For example:

- *When something happens in the store that demands immediate attention (like a safety problem.)*
- *When the sales associate is taking a long time to help somebody, and a customer just has a quick question.*
- *When the sales associate is on the phone and another call comes in.*
- *When the sales associate is the only worker in the store, and she is helping a customer when the phone rings.*

3. Ask students what they would do in such a situation. Find out if any students in the class have had to deal with such a situation before on their jobs. Then, elicit the guidelines listed below:

Guidelines

a. If you have to answer the phone or step away from a customer you are currently helping, apologize and assure them you will be right back. Come back as soon as possible, and thank them for their patience.

b. If you are interrupted by another customer who has a small question, quickly respond to that customer and return to the first customer.

c. If you are interrupted by another customer who has a more involved question, politely assure the interrupting customer that you will help him as soon as you have finished helping the first customer, and then return to the first customer. Apologize briefly to the first customer.

4. Now, ask students to discuss the problem posed on **SB 4:15, Serving Two Customers - Language**, in pairs or small groups. Circulate to assist and give feedback.

5. When groups are finished, bring the class back together and ask for volunteers to share the language they came up with to politely help both the store customer and the phone customer. Write it on the board. The following is an example of what should be elicited:

Language

Excuse me just one moment. I'll be right back.

Thanks for your patience. (Said when the associate returns to the first customer)

I'm sorry. I'll be right with you.

No problem. I'll be happy to help you as soon as I finish helping this customer.

I'm sorry. I'm helping another customer. If you'll give me your number, I will call you back.

Practice & Feedback

6. After you have elicited and discussed the guidelines and language, practice the pronunciation of the phrases. Take time to give feedback to individuals.

Wrap Up

7. Emphasize that the principle underlying these guidelines is that sales associate must try to provide *balanced* service.

Transition

8. Lead from this point into the next activity, in which students practice using the guidelines and language they just identified.

Role Play Activity: Serving Two Customers At Once

45 minutes

Set Up

1. Explain to students that they will now practice implementing the guidelines and language they just listed. If at all possible, do a model role play. You should play the sales associate and two students should play the first and second customer.
2. Ask students to get into groups of 3. They should decide who will play the role of the sales associate and the two customers.
3. Explain that each member of each group will receive information about the role that they are to play. Pass out the strips that you have photocopied and cut from **TG 4:58-61**, *Serving Two Customers At Once – Role Play*. Ask students to read their roles and give them an opportunity to ask any questions. Make sure they understand.

Process

4. Ask students to begin the role plays. Circulate to assist and give feedback on both their adherence to the guidelines and their language. Remind students to smile and be polite no matter how irritating or rude the interruption might be.
5. If time, encourage students to give everybody in the group the opportunity to play the sales associate once. (Give them a different scenario each time.)

Performance & Feedback

6. Have groups perform the role plays for the class. Follow the same format for role plays that have been used through the course. The feedback forms for the instructor and students are located on **TG 4:62** and **SB 4:12**, respectively.

Activity: Provide Balanced Service

Homework – no significant class time allotted

Note to instructor: This activity is most suitable for an advanced class. It can be given as homework or done during the review day. No time has been allotted for it in today's schedule, but it can be done in class if there is extra time.

Set Up

1. Tell students they will have an opportunity to apply some of these guidelines and create others by collaborating on some customer service scenarios.

Process

2. Ask students to get into groups of 3 and open to **SB 4:13-14**, *Providing Balanced Service*. They should take a few minutes to read each of the three scenarios. Then, ask them to discuss each scenario with their group members and come to a decision as a group. If they do not agree, they need to discuss the issue together until they arrive at an agreement. Circulate to assist and encourage them to reach consensus as a problem-solving team.

Reportback & Feedback

3. Review the students' responses to the questions and their reasons. Where disagreements arise, discuss them as a class. Encourage students to give reasons to back up their opinions.

The "correct" answers are:

1. Option 3
2. Option 2
3. Option 2

For a more detailed discussion of the reasons behind these choices, see Crisp Workbook #2, pp. 71-72.

Wrap Up

4. Finally, discuss students' tactics in coming to a consensus.

Pre-Reading Activity: Finding a Job Conversation Questions

15 minutes

Set Up

1. Transition into this activity by reminding students that they have been preparing to do their job search. They have been writing reference lists and resumes and practicing their interview skills. We are now going to talk about the process of finding a job. Write Finding a Job on the board. Ask if there are students in the room who are looking for a job right now. Ask a few of them how they feel about it and what success they have had so far.

Process

2. Ask students to pair up. Give each pair a set of conversation questions from **TG 4:63**, *Finding a Job - Conversation Questions*, and ask them to take turns pulling a card, asking the question of their partner, and discussing the topic.
3. Circulate to listen and give feedback. Take notes on any words or concepts that would be useful to review during the group discussion.

Reportback & Feedback

4. Bring the class back together and discuss any questions they had or new words they came across. Follow up on the activity by asking volunteers a few of the questions from the cards and try to foment a group discussion. Save the following questions for last:

Where are good places to look for job ads?

Transition

5. Use the answers to this question to transition into the next activity.

Reading Activity: Job Ads

30 minutes

Set Up

1. Ask students to come up with good places to look for job ads and announcements. Elicit the following:

The newspaper (name some local papers)
The internet and email lists
MontgomeryWorks
Maryland Workforce Exchange
“word of mouth”

2. Ask students what kind of information they expect to find in a job ad. Elicit some of the following:

Type of job
Skills/qualifications required
experience required
Contact details
Full time or part time
Special requirements
Salary/hourly wage

Process

3. Ask students to turn to **SB 4:16**, *Reading a Job Ad*, and do section 1 in pairs. Circulate to assist.

4. Go over the meanings of the abbreviations and the other terminology in the ad.

5. Now, ask students to stay in the same pairs. Give each pair a piece of the classifieds section of the newspaper that you have brought to class. Ask to read a few of the ads and write new abbreviations and expressions in the boxes provided in section 2 of the worksheet.

Reportback & Feedback

6. Have each group present a few of their findings to the class. Discuss the new terminology and add it to the vocabulary section in the beginning of Day 3 of Unit 4.

Note to instructor: For a reading activity on this topic, see p. 106 of *At Work in the US* by Vacco & Jablon, 2003. This is a good activity for additional practice as time allows, or for the review day.

Wrap-up

Review the day's topics. Mention that students should be continuing to prepare their resumes this week.

Unit 4: Using the Telephone

Day 4

Objectives:

Customer Service Skills	Job Readiness Skills	Grammar and Pronunciation Skills
<ul style="list-style-type: none"> • Give location information and directions over the phone. • Create a resource list. • Give product and store information over the phone. • End a telephone call. • Role Play: Telephone Skills & Ending the Call 	<ul style="list-style-type: none"> • Build interview skills. 	<ul style="list-style-type: none"> • Use wh-questions and responses. • Use idiomatic expressions.

Materials/Preparation:

- Copy of **TG 4:64**, *Find Your Partner*, cut into card strips.
- A small list of stores throughout the mall with which you are familiar. The stores should be relatively far from each other. For example: McDonalds, Macy's, JCPenney, Starbucks, Old Navy.
- **TG 4:57**, *Telephone Role Play Instructions*
- Copies of **TG 4:65-66**, *Role Plays: Telephone Skills & Ending the Call*, cut into cards.

Key Vocabulary:

across from
around the corner from
between
go the extra mile
my pleasure
next to

on
on the corner of
resource

Warm-up: Find Your Partner

10 minutes

Set Up

1. Write the following on the board:

May I speak to Tracy Conerton?

2. Ask students what they might say if somebody asked them this in a telephone conversation. Elicit the responses and write a couple good ones on the board:

*Certainly. Just a moment. OR
I'm sorry. She's not available. May I take a message?*

3. Explain to students that in today's quick warm-up activity, each will receive one (or more) parts of a telephone conversation. They will have to get up and walk around the room and say their part of the telephone conversation to their classmates. Their goal is to find their partner - the person with the other half of their telephone exchange (just like the example on the board). When they find their partner, they can sit down next to him or her.

Process

4. Pass out the card strips from **TG 4:64, Find Your Partner**. If there are more strips than students, give some students more than one strip.
5. Ask students to get up and circulate among their classmates, saying their half of the telephone exchange. Circulate to assist, check pronunciation, and make sure students find their correct partner.

Reportback & Feedback

6. To follow up on the activity, have pairs read their exchanges out loud for the class. Give feedback to pairs and individuals.

Presentation: Develop a Resource List

15 minutes

Set Up

1. Write the following sentence on the board:

Go the extra mile for the customer.

2. Ask students to tell you if they know what it means to "go to the extra mile". Elicit ideas. If necessary, define the idiom.

Process

3. Point out that, when possible, a good sales associate can “go the extra mile” for the customer – that is, s/he can provide information about additional services or resources that are available to the customer in or near the store.

Ask students to think about times when they were shopping and a sales associate did this for them. Elicit their stories. Find out the following:

- a. What were those services or resources?
- b. How did that help you have a more enjoyable shopping experience?

4. Ask the class to get into small groups and think about some extra services and resources that might be asked for by customers. Make a list of them and put them into question form. Write this example on the board:

Where are the nearest restrooms?

Reportback & Feedback

5. When groups are done, bring the class back together and elicit their ideas. Write the questions on the board. Elicit (or, if not possible to elicit, suggest) the following:

*Where are the nearest restrooms?
Where is the nearest public telephone?
Where can I have an item gift-wrapped?
Is there a good restaurant around here?
Where is the closest ATM?
Where is the nearest drug store?
Are there elevators that I can use?
What are the hours of this store?
Where is the mall office?*

Ask students to write down the ideas that you write on the board on a separate sheet of paper.

Wrap Up

6. Tell students that they should keep this list in their portfolio. When they get a position as a sales associate, they can find the answers to these questions for their store. It would be a good idea to post the list, with answers, next to their workstation, the cash register, or on a clipboard for quick reference.

Activity: Resource List Scavenger Hunt

40 minutes

Set Up

1. Model one appropriate responses to *Is there a good restaurant around here?* from the perspective of someone who works at the SSLC. Write both the question and the answer on the board:

Q: Is there a good restaurant around here?

A: Yes. I recommend Ruby Tuesdays. It's on the first floor of the mall. Just walk in the mall doors between the SSLC and JCPenney, take a left, and you'll see it on your right.

Process

2. Ask students to open to **SB 4:17, Resource List**, and take it out of their binders. Then, they should get into groups of three.
3. Assign each group one of the store names you have prepared. Make sure at least one person in each group knows where the group's store is located inside the mall.
4. Tell students that they will be performing another "Scavenger Hunt" in the mall. In this hunt, they are to work with their group members to find the answers to all the questions in the Resource List. Here are the rules:
 - a. They have to find the answers from the perspective of a sales associate who works in the store you assigned them.
 - b. They must write out the *appropriate response* to each question on the sheet in English.
 - c. They must speak only in English.
 - d. They must come back in 25 minutes, by (give exact time), whether they are finished or not. The first group back with all their answers filled out correctly, wins!

Reportback & Feedback

5. As groups return, check their papers for grammar, spelling, and appropriate language. As a class, discuss any difficulties they had or questions that remain. Ask each student one of the questions from the resource list and get their response (have them announce what store they went to, first).

Wrap Up

6. To follow up on the activity, ask students to stand up and circulate around the room with their papers. They should ask each student in the class one question from their resource list, and the student should respond with the answer on their sheet.

Presentation: Giving Directions to your Store

15 minutes

Set Up

1. Ask students to tell you what kinds of information people will ask sales associates for on the telephone. You will probably elicit a number of responses (e.g., *hours of operation, product information, etc.*). Write them all on the board. One of the responses should be *location of the store*.

Process

2. Focus students' attention on giving the location of the store. Mention that this is another question for which they can practice the answer, much like the Resource List questions discussed earlier.

Point out that the sales associate is just responsible for being able to accurately and fully describe the *location* of the store. They do not have to be able to give detailed *driving directions* to the store.

3. Ask students to take a few minutes in pairs to write down the description of the location of the SSLC for a prospective new student.

Reportback & Feedback

4. After pairs have finished, elicit their responses. Each time they use a directional preposition or prepositional phrase (e.g., *next to, between, across from, around on the corner from, on, on the corner of*), write it on the board. Give feedback to pairs and individuals.

5. Point out that, when giving location information, it's a good idea to give both the street information and some sort of landmark, if possible (it's not really possible with the directions to the SSLC!). For example:

The Wheaton Metro Station is on Veirs Mill Road, across from the mall.

Wrap Up

6. Mention that, as with the Resource List questions, when they get a job as a sales associate they should write down the description of the store location. They should keep this near the telephone so that they are able to easily answer this common question.

Activity: Giving Directions

20 minutes

Set Up

1. Ask students to open to **SB 4:18**, *Giving Directions*, and take a look at the map.
2. Ask them to work individually to figure out and write the name of the building that is being described in the grid in the middle of the page. They should write their answers in the last column.
3. Now, direct their attention to the practice telephone conversation at the bottom of the page. Model the conversation with a student.

Process

4. Ask students to get into pairs. They should take turns modeling the telephone conversation, using the substitutions in the box.
5. Circulate to assist and give feedback to students.

Reportback & Feedback

6. Follow up by practicing the telephone calls with students in the classroom. Give feedback to pairs and individuals as needed. Discuss the directions that are difficult for students. Discuss alternate ways to give the information.

Role Play: Telephone Skills & Ending the Call

45 minutes

Note to Instructor: Ideally, for this activity you will need to set up the telephones in the classroom and the first office. See the end of this activity for set up instructions. See **TG 4:57**, *Telephone Role Play Instructions*, for instructions that can be copied and placed near the phones for students.

Set Up

1. Tell students that they will now use the skills they have learned so far in this course to role play helping a customer over the phone.
2. Before you begin the role plays, ask students to remind you about polite ways to end a telephone call. Elicit a few and write them on the board:

Thank you for your call.

Thank you for calling. Have a nice day.

Have I answered all your questions?

What else can I help you with today?

My pleasure. Thank you for calling. (In response to a thank you.)

3. Point out that the sales associate should wait for the customer to initiate the end of the phone call. The sales associate should not try to end the call until the customer indicates s/he is ready.

Process

4. Now, ask students to pair up and give each member of the pair one of the cards from **TG 4:**, *Telephone Skills & Ending the Call*.
5. Circulate to assist and give individual feedback. Have them practice each role play at least twice. When they are finished, give the pair another role play so that both students have the opportunity to play the sales associate.

Performance & Feedback

6. When they are ready, have each pair do one of the role plays for the class, using the intercom telephones (instructions below).
7. After each pair finishes, ask them what they felt they did well, what they could have improved. Elect constructive feedback from the class. Encourage them to use the feedback strategies you practiced in Unit 1. Give the pair your own feedback, too. Use the feedback sheets on **TG 4:67**. Students should use the feedback guidelines on **SB 4:19**.

To set up a telephone role play:

1. The first office will be used for this role play, so leave that telephone there. Put one of the other telephones at the SSLC in the classroom.
2. Make sure that the button **DND** on the phone in the classroom is NOT lit.
3. Photocopy the instructions on **TG 4:57**, *Telephone Role Play Instructions*. Cut them in half, and place instructions for the caller next to the phone in the first office. Make sure to fill in the Extension Number on the instructions (see below). Place the instructions for the sales associate next to the phone in the classroom.
4. When the role play begins, take the caller into the first office and show him/her the instructions. Make sure she understands. Do the same for the sales associate in the classroom.

Here are the extension numbers for the phones at the SSLC:

Office #1: **11**

Office #2 (Director): **12**

Office #3 (Instructors): Larger desk on the right - **13**
Smaller desk on the left - **14**

Front Desk (Administrative Assistant): **15**

Interview Question Activity: Why did you leave your last job?

20 minutes

Note to instructor: The important point here is that students should remain positive. They should never say anything disparaging about their former position, salary, boss, or co-workers. If their reason has to do with illness or personal problems, they can be honest about that, but avoid giving excessively personal details. A brief, vague explanation would suffice.

Set Up

1. Write the interview question on the board:

Why did you leave your last job?

1. Introduce this question as a common interview question. Tell students they will work in pairs for about 5 minutes to discuss and write appropriate answers to this question.
2. Before they begin, ask them to name the “Four Rules” for answering interview questions, and jot them down on the board as they are volunteered. They are:
 - a. Always be positive (about self and others)
 - b. Speak clearly and simply (and not too fast!)
 - c. Be informative but brief
 - d. Give examples

Process

3. Ask students to work in pairs. After students have worked for about 5 minutes, elicit possible answers from the group. Discuss the appropriateness of each answer and write 1-3 particularly good answers on the board. Consult the notes on each question (below) for suggestions and guidance. As a whole class, practice the pronunciation of the appropriate answers.
4. Ask students to return to their pairs and **practice interviewing each other** with the question on the board. Encourage them to play the part of the interviewee by smiling, making eye contact, speaking clearly, and practicing good sitting posture. Circulate and listen to the pairs, assisting and giving feedback where necessary.

Appropriate answers to this interview question:

“I wanted to pursue other opportunities that challenge me more.”

“I took a customer service training and wanted to find a position where I could practice my new skills.”

“I needed to take some time off due to illness. However, I am fine now and eager to work again.”

Wrap Up

5. As a class, discuss the role plays. Ask them to talk about what went well and what they feel they still need to improve. Discuss any more good answers to the interview question that students might have come up with during their role plays.

Wrap up

2 minutes

Review the main points from today's class.

Unit 4: Using the Telephone

Day 5

Objectives:

Customer Service Skills	Job Readiness Skills	Grammar and Pronunciation Skills
<ul style="list-style-type: none"> Put a customer on hold. Give product and store information over the phone. Role Play: Put a Customer on Hold. Give location information and directions over the phone. 	<ul style="list-style-type: none"> Identify job qualifications in self and others. Fill out job applications. Finish resumes. 	<ul style="list-style-type: none"> Use wh-questions and responses. Use idiomatic expressions.

Materials/Preparation:

- Copies of *My Qualifications*, Parts A and B, **TG 4:71-72**.
- Starbucks Application for Employment* (SSLC Resource Shelf) or another job application
- SSLC audiotape *Could You Hold?*
- TG 4:70**, *Role Play: Please Hold*, cut into cards and stacked

Key Vocabulary:

application	promptly
brand name	qualifications
carry	sold out
hold	
in stock	

Notes to Instructor:

Students' final drafts of resumes are due today.

Warm-up: My Qualifications

15 minutes

Set Up

1. Refer students back to your overview of today's topics on the board. Point out that today they will be discussing the *Job Application*, which is a place where the employer can get more information about your qualifications. Write *qualifications* on the board, elicit its meaning, and practice the pronunciation as a group.
2. Point out that there are many ways to ask someone about their qualifications and abilities. Write the following examples on the board and show how each begins differently:

Can you speak another language?
Are you hardworking?
Are you good at making sales?
Are you able to work on Sundays?
Do you know how to use Excel?
Do you have a driver's license?

Briefly practice the pronunciation of the questions.

Process

3. Ask students to get into pairs, and give each member of the pair part A or B of *My Qualifications*, **TG 4:71-72**. Ask students to first read their sheet. Elicit any questions about vocabulary or meaning.
4. Students should take a few minutes to answer the questions individually in column 1.
5. After they are finished, they should interview their partner and write her/his answers in column 2. Circulate to assist and give feedback.

Reportback & Feedback

6. Follow up on the warm-up by asking a students a few of the questions in front of the class. Get more information about some of the topics. Focus on the information that would be required on a job application.

Transition

7. Use this follow-up discussion to transition into the next presentation and activity, *Filling Out Job Applications*.

Presentation: Filling Out Job Applications

15 minutes

Set Up

1. Ask students to raise their hands if they have ever filled out a job application in the United States. It is likely that most have. Ask the following questions:

*Did you have any difficulties filling out the applications? If so, what were they?
Why are job applications important?
Which is more important, the job application or the interview.
Have you ever had to do a job application on-line?*

Point out that the interview is more important, but the job application is the thing – along with your resume – that can get you to the interview, so it must be done well.

If students say that they have had to do on-line applications, tell them that we will be discussing that topic soon, since on-line applications are becoming more common, especially in retail sales jobs. Much of the application form is the same as the written version, but there are other aspects of the online application that can be tricky.

Process

2. Do a quick overview of what type of information is requested on the job application, by eliciting students' ideas:

*personal information job desired education schedule desired
employment history skills salary or hourly wage desired
Social Security number (SSN)*

3. Point out that much of the information requested has already been covered in our course, either through the resume, reference lists, discussion of job ads, or interview skills practice.

Wrap Up

4. Remind students that they should keep copies of their resumes, reference lists, and interview skills practice sheets with them in their Portfolio. That way, they can quickly and easily fill out job applications. Without these items, job applications can take a very long time to complete.

Activity: Filling Out Job Applications

25 minutes

Set Up

1. Ask students to open to **SB 4:20**, *Job Application*. Ask them to take a few minutes to read the paragraph. After they have finished reading, ask the following questions of your group:

*What kinds of information does the application provide to the employer?
Why do you need to be careful and neat when filling out a job application?*

Process

2. Now, hand out copies of the *Starbucks Application for Employment*. They should take 10 minutes to fill it out, as thoroughly as possible. It is alright if they do not have all their past employment and educational history with them at this moment. They should just fill it out as far as they are able in 10 minutes. Tell them to mark areas where they have questions or concerns, and you will address these after they have finished.

3. After 10 minutes, open up a general discussion with students about the application. Take questions. In particular, touch upon the following points in some way:

- Ways of writing dates with numerals only (e.g., 10/16/92 **instead of** 16/10/92 - which is how it is written in Latin America, for example.)
- Position desired. Be sure you know the name of the position for which you are applying. Don't just say "any", because it appears that you have not done your research.
- The differences between "full time", "part time", and "temporary"
- The importance of staying positive about self and others – just like in the interview.
- The importance of including the references in your reference list – not family members or friends.
- Be careful not to disqualify yourself. While you need to be honest about your availability, be as flexible as you possibly can. When you get the interview, you can explain your schedule needs in person. If you are too rigid in your application regarding your schedule, you will be less likely to get an interview – especially for an hourly retail position.
- Do not leave items blank. Write N/A if the question does not apply to you. Do not write "Same" if the information is the same as you wrote in a previous question. Just write the information again.

Wrap Up

3. After the previous points have been addressed and discussed, check to see if students have any more questions about job applications. Remind students that it is a good idea to keep copies of completed job applications in their portfolios. Most job applications are similar and having a completed copy can really cut down on the time needed to fill one out.

Also, remind students that many job applications are now online. In some ways, they can be similar to paper applications, while very different in other ways. We will look at those in the weeks to come.

Listening Activity: Could You Hold?

25 minutes

Set Up

1. Tell students they will now listen to a telephone conversation between a customer and a sales associate. The associate will need to put the customer *on hold* to find the information requested. Put the term *on hold* on the board.

Also, put the term *classical guitar* on the board, and tell students that this is the product that the customer will request. Ask students if they know what a *guitar* is. Find out if anybody plays the guitar, what kind of guitar they own, where they bought it, what kind of music they like to play.

Process

2. Play the SSLC audiotape, *Could You Hold?* once. If you have a lower-level class, play it twice. Ask students the following comprehension questions:

What is the name of the store? [Guitars-R-Us]

What product does the customer want? [Yamaha classical guitar]

Does the sales associate know if the store carries the guitar? [She has to check.]

What does she do? [She puts the customer on hold.]

What does she find out? [The store carries 3 Yamaha classical guitars.]

3. Ask students to open to **SB 4:21**, *Could You Hold?*, and read over the dialogue. They are going to listen to the tape two more times, and fill in the blanks with the words that they hear. Play the tape two more times.

Reportback & Feedback

4. After the second playing, ask students to take about two minutes to compare their answers with a neighbor. Meanwhile, number the board #1-12. Then, review the answers to the numbered blanks as a class, by calling on volunteers and writing the answers on the board. The dialogue, with answers inserted, is below:

Could You Hold?

Sales Associate: Good morning. Guitars-R-Us. This is Amy (1.) speaking. How may I help you?

Customer: Hi. I'm calling to find out if you (2.) carry classical guitars made by Yamaha.

Sales Associate: I'm sorry. Could you repeat that (3.) brand name?

Customer: Yamaha.

Sales Associate: Ok – Yamaha. I know we carry (4.) several Yamaha instruments, but I'm not sure if we have one of their classical guitars (5.) in stock. (6.) Could you hold for a moment?

Customer: Sure.

Sales Associate: Thank you. (7.) I'll be right back.

[brief pause]

Sales Associate: (8.) Thank you for holding. We have three Yamaha Classical guitars in stock.

Customer: Great – thanks.

Sales Associate: (9.) I'm happy to help. Would you like me to (10.) hold one for you?

Customer: No, that's not necessary. I'll be there (11.) within the hour.

Sales Associate: Alright Sir. (12.) Thank you for calling. We'll see you soon.

5. Point out the difference between *carry* and *in stock* – i.e., *carry* refers to whether the store sells the product in question on a regular basis. The term *in stock* refers to whether the store has the product at a given point in time, or whether the store is waiting for a new shipment of the product. If a store carries an item, but it is not in stock, it probably means that the item is *sold out*.

Practice & Feedback

6. Finally, ask students to get into pairs and read the dialogue out loud. They should take turns playing the customer and the sales associate. Circulate among students to listen and to give individual feedback on pronunciation and tone of voice.

Transition

7. Move directly from this listening activity into the presentation below. Students should keep their binders open to **SB 4:21**.

Presentation: Putting a Customer on Hold

15 minutes

Set Up

1. Refer to the previous listening activity, *Could You Hold?* Ask students to tell you what the sales associate said to put the customer on hold, and what she said afterwards. Write the phrases on the board:

Could you hold for a moment?
Thank you. I'll be right back.
Thank you for holding.

Process

2. Elicit and review some of the alternative language for putting a customer on hold, which you discussed in the beginning of the Unit:

How may I direct your call?

Certainly. Please hold while I transfer your call.

Would you mind holding for a moment?

Please hold.

Thank you for holding. [Said when the associate picks up the phone again after a hold.]

Sorry for the wait. [Said when the associate picks up the phone again after a hold.]

2. Point out that the sales associate was very polite when she asked the customer to hold. Elicit from students the ways in which she did this and write them on the board:

- She *asked* him (instead of telling him),
- She *waited* to find out whether he said it was OK or not,
- She returned *promptly*, and
- She *thanked* him when she returned.

3. Ask students:

What should a sales associate do if the customer's request is going to take more than a couple minutes to fulfill?

Discuss their responses.

Point out that the sales associate should ask for the customer's name and number, and call him or her back promptly with the information. The customer should not sit on hold for a long time.

Transition

4. Use this discussion to transition into the next activity, where students will have the opportunity to practice putting a customer on hold and then retrieving the call.

Role Play Activity: Please Hold

40 minutes

Set Up

1. Tell students they are now going to have the opportunity to role play putting a customer on hold. Ask students to get into pairs. Each pair should decide who is going to be the "customer" and the "sales associate".

Process

2. Give the customer a product card from **TG 4:70**, *Role Play: Please Hold*. The customer must call the sales associate and ask if the product is *in stock* or if they *carry* that product. The sales associate does not know the answer. She must practice putting the customer on hold, and then retrieving the call.

3. Before students begin, elicit the language for the customer's questions, using classical guitars as an example. Write the questions on the board and practice their pronunciation as a class:

Hello. Do you carry classical guitars?

Hi. Do you have any classical guitars in stock?

4. Circulate among students to assist and give individual feedback on the role plays.

Performance & Feedback

4. Follow up by having volunteer students perform these role plays for the class. Give feedback to pairs and individuals. Ask the performers how they felt about their own performance. Ask them,

What do you think you did well?

What do you want to improve?

Activity: Giving directions on the telephone

25 minutes

Note to Instructor: This is a review of the topics introduced in yesterday's class – if there is time. If not, save this review for the review day.

Set Up

1. Write the following lists on the board:

Restaurants – List A

Edo Sushi
Apollo's Greek Taverna
Taj Majal Indian
Ming's Dynasty
Seoul Garden Korean BBQ

Restaurants – List B

Mario's Pasta
Crabby Bob's Seafood
Du Phoc Vietnamese
El Torito's Mexican

Process

2. Ask students to pair up. Tell each member of the pair they are either A or B. Tell each group to use ONE restaurant guide and ONE map of downtown from **SB 4:23 and 4:24**.

3. Tell them that, just like yesterday, they are going to practice giving location information on the telephone. They should take turns. First, person A is the telephone customer (she gets the map) and person B is the sales associate (she gets The Downtown Restaurant Guide). Person A should "call" person B 5 times and ask about the location of every restaurant in List A. Person B will describe the location based on the little maps next to the restaurants in the Restaurant Guide.

Then, A and B should switch roles and trade papers. Person B should "call" person A (4 times) and ask about the location of every restaurant in List B.

4. Circulate to assist and give feedback. Please note – they should not look at each other's papers during this role play. All communication must be verbal.

Performance & Feedback

5. Follow up by role-playing calls with each member of the class and discussing difficulties and areas for improvement.

Wrap up

5 minutes

Review the main points from today's class. Remind students that their resumes should be finished by today. If they are not completely finished with their resumes, part of the review day (Day 6 of Unit 4) may be used for this purpose.

Unit 4: Using the Telephone

Day 6

Objectives:

Customer Service Skills	Job Readiness Skills	Grammar and Pronunciation Skills
• REVIEW	• REVIEW	• REVIEW

Materials/Preparation:

- Copies of **TG 4:68-69**, *Miscellaneous Telephone Role Plays*, cut into role play cards.
All other materials should be chosen by in the instructor based on students' needs and desires.

Notes to Instructor:

Today is a review day and may be used to review the material covered in the last two units. The content of this day is left to your discretion. Review those topics and skills that students would like to delve into further, or that you feel students need to practice more.

It is recommended that you do at least one more telephone role play today in class. Students have learned a lot of telephone skills in a short amount of time, so they probably benefit from another opportunity to practice.

You may also wish to set aside time today for students to finish the final drafts of their resumes.

Keep in mind that this is designed as a review day for both Units 3 and 4. *Clear Speech* has some excellent practice exercises for numbers comprehension, pronunciation, and clarification. Pp. 91-96 of that text are worth doing today. You may also want to review features and benefits by doing a repeat of the Grab Bag warm up activity found in Unit 3.

Warm-up: I Need Information

20 minutes

Set Up

1. Ask students to open to **SB 4:25**, *I Need Information – Part 1* and have them fill it out quickly with the requested information. Tell them the answers can be anything – just pick a number, color, etc.
2. Ask students to turn to **SB 4:26**, *I Need Information – Part 2*. Tell them they will be doing a paired activity based on a telephone exchange between a sales associate and a customer who wants to order some balloons. First, however, they have to write down the questions they will need to use. They should write the wh-questions in the “Question” column, based on what information is needed. Do the first one together, and then have them do the rest individually. Review the answers as a class.

Process

3. Now, ask students to pair up and decide who will play the sales associate and the customer in the first round. They will role play a phone call, and the customer will give answers based on the answers s/he gave on Part 1. The sales associate will write down the information and then finish the phone call. You may want to model the first one.
4. Circulate among students to assist and give feedback. When a pair has finished, have them switch roles.

Performance & Feedback

5. Ask a few volunteers to role play one of the phone calls for the class. Discuss what the volunteers do well.

Role Play Activity: Choose one or more!

There are several role plays for the instructor to choose from.

1. For more advanced class, try the *Would You Like to Leave a Message?* role play at the following URL: http://bogglesworldesl.com/business_telephone_roleplay.htm
2. The *Telephone Scenarios* role plays, **SB 4:27**. These role plays require more creativity on the part of the students, as they are more open-ended than other role plays provided in this curriculum.
3. *Miscellaneous Telephone Role Plays*, **TB 4:68-69**. For this activity, ask students to get into pairs and give each member of the pair of telephone role play card (either A or B). Ask students to work together to perform the role play. Circulate to assist and give feedback. As each pair finishes, give them new role plays to do, until each pair has done at least two.

Wrap up

Review the main points from today’s class. Announce that Unit 5, which you will start in the next class session, has to do with handling money and using the cash register.

Telephone Conversation Questions

<p>What is your opinion of telemarketers?</p>	<p>How was your life different before the invention of cell phones?</p>
<p>Do you think teenagers should have their own personal cell phone? Why or why not?</p>	<p>What is the strangest phone call you ever received?</p>
<p>Have you ever had a job interview by phone?</p>	<p>How can you make cheap international phone calls?</p>
<p>What kind of food do you order by phone?</p>	<p>Have you ever had a problem with your phone bill? What did you do?</p>
<p>What are some of the advantages and disadvantages of cell phones?</p>	<p>Do you think it should be illegal to talk on your cell phone while driving? Why or why not?</p>

Calling Ahead
INSTRUCTOR KEY

1. What does the customer want to buy?

sheets

2. What department does she need?

housewares

3. What is the customer's name?

Edith Jones

4. What is the fabric content of the sheets?

Egyptian cotton

5. What is the brand name?

Sylvania

6. What size sheets does the customer need?

Queen size

7. How much is the discount?

20% off

8. What else does she need?

two matching pillow cases

9. Are the sheets available?

yes

10. What is her telephone number?

301-222-2324

Spelling Practice Cards

Thomas Jefferson	Eleanor Roosevelt
Walt Disney	Sally Ride
Bill Gates	Condoleeza Rice
Cesar Chavez	Pocahontas
Betsy Ross	Francis Scott Key
Madeleine Albright	Martin Luther King Jr.
George Washington	Frederick Douglass
Thurgood Marshall	Ella Fitzgerald

Telephone English

NOTE: This activity involves 3 mixed-up telephone calls. You can find and download this activity at www.bogglesworldesl.com.

Operator (A)

Work with a partner. Play the role of a customer service representative at a local mall. Your partner will “call” you and ask for the phone numbers of stores in the mall.

Here is your directory:

Wheaton Mall Telephone Directory	
Macy’s	(301) 291-2919
Target	(301) 624-2533
The Body Shop	(301) 635-2090
Express	(301) 363-0070
The Dollar Store	(301) 687-2116
Arby’s	(301) 561-5636

When it is your turn to be the caller, ask for the phone numbers of the stores listed below. Write the numbers you hear.

Wheaton Mall Telephone Directory	
Game Stop	
Ruby Tuesday	
Cingular Wireless	
Subway	
Old Navy	
Nine West	

Operator (B)

Work with a partner. Play the role of a customer service representative at a local mall. Your partner will “call” you and ask for the phone numbers of stores in the mall.

Here is your directory:

Wheaton Mall Telephone Directory	
Game Stop	(301) 232-2039
Ruby Tuesday	(301) 250-6532
Cingular Wireless	(301) 996-6913
Subway	(301) 783-4697
Old Navy	(301) 261-5220
Nine West	(301) 683-3700

When it is your turn to be the caller, ask for the phone numbers of the stores listed below. Write the numbers you hear.

Wheaton Mall Telephone Directory	
Macy's	
Target	
The Body Shop	
Express	
The Dollar Store	
Arby's	

Telephone Role play: Taking and Leaving a Message

You would like to speak with Miss Jones in the women's clothing department. You want to know if you can exchange the yellow blouse you bought last week for a green one. Remember to leave your name and number.

You are trying to contact Mr. Smith from menswear. You bought a suit last week and you want to know if the store will do alterations. Remember to leave your name and number.

You want to speak with Brian in the electrical goods department. You bought a CD player last week and you want to know how long the warranty lasts. Remember to leave your name and number.

You need to know if Ms. Chan in the sporting goods department is available. She is not, so you leave a message asking her to please call her son's school as soon as possible. Remember to leave your name and number.

Ask to speak with the manager. You bought some very expensive chocolates, and when you opened them, you found a cockroach inside! Remember to leave your name and number. You want to speak with the manager as soon as possible!

Telephone Clarification Check – Part A

1. I'd like to speak to someone in the *blah blah* department.
(I'd like to speak to someone in the **housewares** department.)
2. Do you sell *blah blah*?
(Do you sell **luggage**?)
3. Hi. Is this *blah blah*?
(Is this **Ms. Henderson**?)
4. Is your store open on *blah blah*?
(Is your store open on **Sunday**?)
5. I'm calling about the *blah blah blah blah*?
(I'm calling about the **shirts advertised in the catalog**.)
6. Is Mr. *Blah Blah* available?
(Is **Mr. Simmons** available?)

Telephone Clarification Check – Part B

1. Do you have any *blah blah* in stock?
(Do you have any **coffee pots** in stock?)
2. Can you tell me where *blah blah blah blah*?
(Can you tell me where **your store is located**?)
3. Could I speak to *blah blah* please?
(Could I speak to **Mr. Conerton**, please?)
4. What *blah blah blah blah*?
(What **time are you open**?)
5. Do you sell *blah blah*?
(Do you sell **office supplies**?)
6. I have a question for the *blah blah* department.
(I have a question for the **Pharmacy department**.)

Telephone Role Play Instructions

Photocopy this page and cut along the dotted lines. Put the top set of instructions next to the phone in the first office. Put the bottom set next to the phone in the classroom. Review them briefly with each role player to make sure they understand the steps in the process.

MAKE SURE you write the extension number of the phone in the classroom on the line in the instructions for the caller, below. Here is a list of extension numbers:

Office #1: 11
Office #2 (Director): 12
Office #3 (Instructors): Larger desk on the right - 13 Smaller desk on the left - 14
Front Desk (Administrative Assistant): 15

Instructions for the Caller

1. Pick up the phone.
2. Press INTERCOM
3. Press _____
4. Wait for the Sales Associate to answer the phone, then start talking!

Instructions for the Sales Associate

1. Make sure the button DND is **not** lit up.
2. Wait for the phone call.
3. When the phone rings, press SPEAKER
4. Answer the phone call!

Serving Two Customers At Once – Role Plays (page 1)

Sales Associate	You work in a jewelry store.
-----------------	------------------------------

Customer 1	You are in a jewelry store and you want to buy a ring for your grandmother's birthday. It is very important that the ring is not too tight, because she has arthritis.
------------	--

Customer 2	You are in a jewelry store. You want to find out if they are open on Saturday. The sales associate is taking a long time to serve the customer ahead of you. Politely interrupt the sales associate.
------------	--

Sales Associate	You work in a clothing store.
-----------------	-------------------------------

Customer 1	You want to buy a shirt, but you can't find the right size. Ask the sales associate if they any more shirts in the storeroom.
------------	---

Customer 2	You want to know the price of a scarf. Interrupt the sales associate.
------------	---

Serving Two Customers At Once – Role Plays (page 2)

Sales Associate	You work in a sporting good store.
-----------------	------------------------------------

Customer 1	You want to buy a baseball and a mitt for your son. Ask the sales associate for help.
------------	---

Customer 2	You want to buy a bicycle for your daughter, but you are not planning to purchase it today. You want to get information more about the bicycles at this store. Politely interrupt the sales associate.
------------	--

Sales Associate	You work in the housewares department of a superstore.
-----------------	--

Customer 1	You want to buy some new towels for your bathroom. Ask the sales associate for advice on colors.
------------	--

Customer 2	You want to buy a shower curtain, but you can't find the price. Interrupt the sales associate.
------------	--

Serving Two Customers At Once – Role Plays (page 3)

Sales Associate	You work in a toy store called Bozo's Toys. You are the only sales associate working in the store today.
-----------------	--

Customer 1	Ask the sales associate for help choosing a game for your two young children.
------------	---

Customer 2	Call the toy store. You want to know how long they are open today.
------------	--

Sales Associate	You work in a women's clothing store called Betty's Boutique. You are the only sales associate working in the store today.
-----------------	--

Customer 1	Ask the sales associate for help finding a dress for a party tonight. Tell her you are in a little bit of a hurry.
------------	--

Customer 2	Call a clothing store called Betty's Boutique. Tell the sales associate you are angry because you found a stain on the blouse you bought for your mother there.
------------	---

Serving Two Customers At Once – Role Plays (page 4)

Sales Associate	You work in a supermarket.
-----------------	----------------------------

Customer 1	Ask the sales associate to help you find ingredients for your dinner party menu.
------------	--

Customer 2	You want to find out what aisle the diapers are located in. Interrupt the sales associate.
------------	--

Serving Two Customers At Once Role Play Evaluation

Date: _____

Instructor: _____

Name of student playing Sales Associate: _____

Sales Associate: Checklist			
Rating Scale: 1 – needs improvement 2 – good 3 – excellent			
<i>The sales associate...</i>	<i>Circle a rating:</i>		
Greeted the customer promptly.	1	2	3
Maintained a smile.	1	2	3
Maintained eye contact.	1	2	3
Was polite and friendly.	1	2	3
Spoke clearly.	1	2	3
Took polite leave of the first customer before helping the second.	1	2	3
Helped the second customer appropriately and politely.	1	2	3
Returned to the first customer and thanked him/her for waiting (or apologized).	1	2	3
Other? _____	1	2	3
_____	1	2	3
Additional Comments: 			

Finding a Job – Conversation Questions

<p>Where are good places to look for job ads?</p>	<p>Sometimes, teenagers who have just graduated from high school do not know what kind of job to do. What advice can you give them?</p>
<p>Who can help you in your job search?</p>	<p>Have you ever applied for a job that you were very unsuitable for?</p>
<p>Sometimes when immigrants come to the United States, their qualifications are not recognized. What advice would you give to a person in this situation?</p>	<p>Would you prefer a job that is more creative, or one that is more practical? Why?</p>
<p>Do you think that people with different types of personalities are better at some jobs than others? If so, can you give an example?</p>	<p>What is the biggest difference between your country and the United States in terms of looking for a job?</p>

Find Your Partner	
May I please speak to Jerry?	He's not here right now. May I take a message?
I'd like to make a reservation.	For how many people?
Is this the Animal Defense League?	The Animal...what? Sorry, I think you have the wrong number.
May I please speak to Maria Shigematzu in Accounting?	She just stepped out for a minute. Can I have her call you back?
Sorry to bother you but-	Do you know what time it is?
I'd like to order a large pizza with Canadian bacon and pineapple.	Delivery or pick-up?
I'd like to place an order for 500 red pens.	Sorry, we're out of red. We should be getting more in next week.
I really have to get back to my English homework.	Oh, I'll let you go. Give me a call when you have some time.
I'm sorry I didn't call you last night. I fell asleep early.	That's okay. I wasn't here anyway.

Role Plays: Telephone Skills & Ending the Call

<p><u>Sales Associate</u></p> <p>You work at Border's Bookstore.</p> <p>The Spanish dictionary your customer wants is in stock. You have many copies.</p> <p>It costs \$8.99.</p>	<p><u>Telephone Customer</u></p> <p>Call the bookstore.</p> <p>Ask if the Larousse Spanish dictionary is in stock.</p> <p>Ask how much it costs.</p>
<p><u>Sales Associate</u></p> <p>You work at Smith's Department Store.</p> <p>Your store policy says that customers can exchange items, but not return them.</p>	<p><u>Telephone Customer</u></p> <p>Call the department store.</p> <p>Tell the sales associate that you bought a blue Ralph Lauren sweater for your grandmother, but the size is wrong.</p> <p>Ask if you can exchange the sweater for a size medium.</p>
<p><u>Sales Associate</u></p> <p>You work at Office Depot.</p> <p>You sell business envelopes in sets of 100 for \$2.99, 500 for \$8.99, or 1000 for \$12.99.</p>	<p><u>Telephone Customer</u></p> <p>Call the office supply store.</p> <p>Tell the sales associate you want to buy business envelopes. Find out what is available and how much they cost.</p>

<p><u>Sales Associate</u></p> <p>You work at Giant Supermarket.</p> <p>The fish arrived this morning.</p> <p>Salmon is on special for \$7.99 per pound.</p>	<p><u>Telephone Customer</u></p> <p>Call the grocery store.</p> <p>Ask the sales associate if there is fresh fish today.</p>
<p><u>Sales Associate</u></p> <p>You work at Modell's Sporting Goods Store.</p> <p>You have a baseball set suitable for a 10-year-old child.</p> <p>It costs \$27.99.</p>	<p><u>Telephone Customer</u></p> <p>Call the sporting goods store.</p> <p>Tell the sales associate you are looking for a baseball set for your son's birthday. He is 10.</p> <p>Find out how much it costs.</p>
<p><u>Sales Associate</u></p> <p>You work at Kathie's Pet Store.</p> <p>You have a special on 5 gallon tanks for \$39.99.</p>	<p><u>Telephone Customer</u></p> <p>Call the pet store.</p> <p>Tell the sales associate you would like to buy a new tank for your goldfish.</p>

Telephone Skills & Ending the Call Role Play Evaluation

Date: _____

Instructor: _____

Name of student playing Sales Associate: _____

Sales Associate: Checklist			
Rating Scale: 1 – needs improvement 2 – good 3 – excellent			
<i>The sales associate...</i>	<i>Circle a rating:</i>		
Greeted the customer promptly.	1	2	3
Maintained a smile.	1	2	3
Maintained eye contact.	1	2	3
Was polite and friendly.	1	2	3
Spoke clearly.	1	2	3
Asked open-ended questions to get more information.	1	2	3
Gave store & product information clearly.	1	2	3
Ended the call appropriately and politely.	1	2	3
Other? _____	1	2	3
_____	1	2	3
Additional Comments: 			

Miscellaneous Telephone Role Plays

Note: Find additional telephone role plays at www.eslpartyland.com. They are available to download free for classroom use.

Role Play: Please Hold

fitted sheets	barbecue tools
rice cooker	bathmat
mixing bowls	corkscrew

Note: Find the activity “My Qualifications” at:
www.bogglesworldesl.com/businessESL.htm
free for classroom use.

It is available to download

Unit 5: Closing The Sale

Day 1

Objectives:

Customer Service Skills	Job Readiness Skills	Grammar and Pronunciation Skills
<ul style="list-style-type: none"> • Talk about money. • Recognize buying signals. • Ask for the sale. • Identify names of U.S. coins and bills. • Count back change. 	<ul style="list-style-type: none"> • Prepare for online job applications. 	<ul style="list-style-type: none"> • Pronounce large numbers.

Materials/Preparation:

- Student Book Unit 5
- Photocopies of **TG 5:37-38**, *Talking About Money – Conversation Cards*, cut out and stacked
- SSLC Audiotape, *Buying Signals*
- Piece of flipchart paper on which you have written the S.O.L.D. technique titles from **SB 5:2**. [optional]
- Several sets of play money: coins and bills. Each pair of students should have one set, if possible.
- Calculators

Key Vocabulary:

bargain	charity	quarter
bill	coin	sale
buying signals	dime	transaction
calculator	nickel	
cash	online job application	
change	penny	
charge		

Notes to Instructor:

This unit deals with the use of math in sales transactions. In the past, the majority of SSLC students have had acceptable to strong math skills. As such, we do not emphasize the heavy practice of math skills as much as the ABE version of the EFF Retail Sales Curriculum does. However, there are students who lack even fundamental math skills. Unfortunately, it is not always possible to address all these student needs in class, though the instructor can try to assist as much as possible. For most of them math activities in this unit, students can use a calculator (make sure they know how!) However, inform the SEE coordinator of a student's need for great math knowledge; he or she may be able to refer the student to additional help.

In preparation for assisting students with online job applications, you should fill one out. Try the CVS application at http://www.cvs.com/corpInfo/careers/stores_hourly.html.

Warm-up: Talking About Money

15 minutes

Set Up

1. Write the word *money* on the board. Tell students that we are now moving into Unit 5, which deals finally with closing the sale and handling money. We will start with some conversation questions on the general topic of money.

Process

2. Ask students to get into pairs. Give each a pair a face-down stack of conversation cards from **TG 5:37-38**, *Talking About Money*. Instruct them to take turns pulling a card and asking their partner the question. They should not look at all the questions at once. Encourage them to take the opportunity to get a lot of conversation practice in English.

3. Circulate among students to listen, assist, and give individual feedback. Encourage students to ask follow-up questions based on their partner's responses.

Reportback & Feedback

4. Bring the class back together. Follow up by asking volunteers to answer some of the questions, and discuss the answers as a class. Poll students to get a range of opinions on some of the questions.

5. Elicit the definitions of the words *cash*, *charge*, *bargain* and *charity*, write them on the board, and practice their pronunciations. Give individual feedback on pronunciation.

Transition

6. One of the questions in the stack is, "What did you buy yesterday?" Ask students for their responses to this question last. Ask them if a sales associate helped them with their purchase, and what that experience was like. Use the class discussion of the responses to transition into the next presentation.

Presentation: Close The Sale

15 minutes

Set Up

1. Tell students that you have spent the class so far talking about all the different stages of a sales associate's interaction with a customer. Ask students to list the different stages that you have covered in class. Give them the first one (*greet the customer*), and elicit the rest. Write them on the board as they are elicited:

ask open-ended questions (to determine customer needs)

observe the customer

listen to the customer

fit the product to the customer

describe features and benefits of products

compare products

make suggestions and offer alternatives

direct a customer to a department

help a customer on the telephone

Process

2. Tell students that now you will discuss the last stage of the interaction: closing the sale. Write *closing the sale* on the board and ask students to tell you what it means [helping the customer make a final decision and buy the item.] Make sure students understand the meaning of the word *sale* in this context.

3. Point out that a sales associate should observe the customer and listen to what the customer says, in order to identify *buying signals*. These are things that customers **says** or **does** that show you that they are ready to buy. Write *buying signals* on the board and practice the pronunciation.

Point out that a buying signal can be very obvious. For example, a customer might say, "I want to buy this." Or, a buying signal can be more subtle; for example, the customer might handle the product many times.

4. Ask students to brainstorm things that they think may be buying signals. These can be things that the customers say or things that they do. Keep a list on the board of their ideas. Discuss whether some of the ideas are really buying signals, or perhaps just questions.

Wrap Up & Transition

4. Point out that if a sales associate can learn to recognize the buying signals, s/he will know when it is time to close the sale. Tell them that in the next activity, they will listen for several buying signals from a customer.

Listening Activity: Buying Signals

20 minutes

Set Up

1. Tell students they are going to listen to an interaction between a customer and a sales associate. They should listen for the customer's buying signals. There are three.

Process

2. Play the SSLC audiotape, *Buying Signals*, once. Ask a few comprehension questions:

What product is the customer buying?

How much does it cost?

Do you think the customer is ready to buy it?

3. Ask students to take out a piece of paper and listen to the tape again. They should write out the three buying signals they hear. Play the tape again so that students have time to write all three.

Reportback/Feedback

4. Ask students what buying signals they heard. Make a list on the board. If necessary, play the tape once more. Here are the three buying signals:

- *What is the price of this?*
- *I've been looking for one just like this for my mother.*
- *Can it be exchanged or returned?*

5. Ask students if the sales associate on the tape recognized the buying signals [yes]. Because she did recognize the signals, she was able to ask for the sale. Write *ask for the sale* on the board. Ask them what the sales associate said to ask for the sale. Write it on the board:

Then I'd be happy to wrap this up for you. Will that be cash, check, or charge today?

Note to Instructor: The transcript for the Buying Signals audio segment is on **TG 5:39**.

Transition

6. Tell students that there is another step to take after they notice a customer's buying signals. Ask them to guess what it is [asking for the sale].

Reading Activity: Ask for the Sale

40 minutes

Set Up

1. Tell students that it is important to *ask for the sale* after the customer gives a buying signal. Write *ask for the sale* on the board. Make sure students understand the word *sale* in this context. Point out that if a sales associate does not ask for it, s/he may lose the sale altogether.

2. Ask students to think back to the listening activity they just completed. How did the sales associate ask for the sale? Elicit students' recollections and write the phrases on the board:

*Can I help you find anything else you've been looking for?
I'll be happy to wrap this up for you.
Will that be cash, check, or charge today?*

Process

3. Ask students to open to **SB 5:2-4, Asking for the Sale**. Ask them to read the title and subject headings of the article. Then, ask them what they think they are going to learn by reading it.

Point out that the article contains four techniques that they can use for closing the sale.

4. Ask students to take 10-12 minutes to read the article through at least once. They should avoid using a dictionary during their first reading, and instead just read for the general meaning. They may use one during the second reading if they would like. They should underline any important words that are new to them.

While students are reading, write the four techniques on the board or put up a piece of flipchart paper on which you have written the four techniques.

Post-Reading Activity

5. When students have finished reading, bring the class back together. Ask a few comprehension questions about the article, such as:

*Why is it a good idea to ask for the sale?
When should you ask for the sale?
What are the four special techniques for asking for the sale?
Has a sales associate used one of these techniques with you before?*

6. Ask students to bring up any new vocabulary words. Write them on the board and discuss their meanings. However, do not go too far into the meanings of the words and phrases in the technique titles – these will be discussed shortly.

7. Now, show students the techniques you have written on the board or on the flipchart paper. Ask students to work in groups of three to write a *one- or two-sentence* summary of each technique. Emphasize that students must use *their own words* to summarize the technique.

8. Give students 8 or 9 minutes to write their summaries. Circulate among students to assist and give feedback where necessary.

Reportback & Feedback

9. When they have finished, call on groups to give their summaries of each technique. Discuss each technique in turn, and make sure that all students understand the technique. If time allows, have each group write up their brief summary for each technique on the board. Then, the class can vote on the best summary for the technique at the end of each discussion. If you are using flipchart paper, leave the techniques and their summaries on the wall for future reference.

Presentation: U.S. Coins and Bills & Counting Change

15 minutes

Set Up

1. Transition from the previous activity by pointing out that after the sales associate asks for the sale, he or she will need to help the customer pay. This is called a *transaction*. Write this word on the board.
2. Ask students: *What are the three main ways to pay?*
Elicit their responses and write them on the board: *cash, check, credit card*
3. Point out that, in this class, we will talk about all the ways to pay – i.e., all the different kinds of *transactions*. For now, we're going to concentrate on paying with cash; that is, with *coins* and *bills*. Write these words up on the board and show them examples of play coins and bills to make sure students understand the meanings.
4. Also attempt to elicit the word *change*, another word for coins. Write *change* on the board. Make sure students understand that change can mean coins, or it can mean the money that a customer gets back when he pays cash. Practice the pronunciations of all the new words.

Process

3. One by one, hold up the play coins and bills and elicit their names. This should go quickly, as it is likely that most students know these words. However, emphasize the correct way to refer to the bills. Here is the list of coins and bills to discuss:

<i>penny</i>	<i>nickel</i>	<i>dime</i>	<i>quarter</i>
<i>a dollar</i>	<i>one-dollar bill</i>	<i>five-dollar bill</i>	<i>ten-dollar bill, etc....</i>

You may also want to find out who in the class knows about the existence of our less-common coins and bills (half dollars, silver dollars, two-dollar bills, five hundred dollar bills.)

4. Now, point out that there is also a correct way to read amounts of money in English. Write the following amounts on the board and ask volunteers to read them aloud.

$\$4.56$ $78¢$ $\$27.50$ $\$990.34$ $\$207.55$ $\$.08$

Encourage students to read each amount fully; that is, $\$4.56$ should be read as, *four dollars and fifty-six cents*. For our purposes in this course, this is how we will read number amounts. However, point out that they will also hear people read this amount as *four fifty-six*. They may also hear people read $\$990$ as *nine hundred and ninety*. This is incorrect, but common. The appropriate way to read it is *nine hundred ninety*.

Call students' attention to the following three symbols we use with money amounts: \$. ¢

Activity: Counting Out Change

20 minutes

Set Up

1. Write \$14.26 on the board.
2. Point out that when you give customers their change after a cash transaction, you should attempt to make each amount using the *fewest* coins and bills possible. Ask students how they would give a customer \$14.26 in change. [one ten-dollar bill, four one-dollar bills, one quarter, and one penny.]

Process

3. Now, ask students to get into pairs. Give each pair a set of play money (coins and bills). Ask them to open to **SB 5:5, *Counting Out Change***. They should work together to make change for each of the amounts listed there, using the fewest coins and bills possible.
4. Circulate to assist and give feedback.

Reportback & Feedback

5. Ask for volunteers to count out the change for each amount. As volunteers count, ask them to clearly say the amount and the names of the bills and coins. Give individual feedback where possible.

Wrap Up

6. Listen to students say the money amounts in this activity. If necessary, finish the activity by leading students in extra pronunciation practice of number pairs like *13* and *30*, *19* and *90*, etc. Point out that this distinction can sometimes be quite important (e.g., the difference between \$19 and \$90!) Note that besides slightly different phonetics, there is a difference in stress between words like *nineteen* (stress usually on the second syllable) and *ninety* (stress usually on the first syllable). The same goes for all such pairs, of course.

Activity: Counting Back Change Practice

15 minutes

Note to Instructor: These two worksheet activities are provided for additional, individual practice. Though many students may do them quickly, they are useful preparation for the role plays that will happen later in Unit 5. These may also be assigned as homework. You can use these worksheets as diagnostic tools, to get a sense of students' math abilities. Try having students do them without using a calculator.

Set Up

1. Tell students that, in the next class session, they will role play a cash transaction in which they have to give change back to a customer promptly. They will now have the opportunity to practice this skill on their own, before having to do it in a role play.

Process

2. Ask students to open to **SB 5:6-7** and look at both worksheets. In each one, they are to look at the total cost of the items and the amount of money the customer gave. Then, they should write the total change to give back to the customer, and which coins and bills would be used.
3. Have students work individually to do any or all of these worksheets. You may prefer that students work in pairs. Circulate among students to assist.

Reportback & Feedback

4. Bring the class back together and call for volunteers to review each answer. Discuss any problems or questions, and give feedback where possible. Make sure students understand because in the next class session they will have to use these skills.

Presentation: Fill Out Online Applications

20 minutes

Note to Instructor: Online job applications are increasingly common, especially at big retailers that provide entry-level customer service positions: Best Buy, CVS, Circuit City, and many others. These applications can cause many problems for our students. Applicants must be proficient at using a computer. The applications require a large amount of reading and test-taking savvy. For example, “incorrect” answers, which can be in many cases accidental or the result of misunderstanding (or because the applicant was very honest), will cause an applicant to be booted off the application at several points, and all work will be lost. Moreover, the majority of these applications contain very lengthy (100 questions!) and rather tricky “personality tests” that utilize idioms and grammatical structures that can be difficult for students. In this course we must spend some time preparing students for these tests. It is highly recommended that the instructor fill out an online application in preparation for assisting students. Try CVS’s application at the following URL: http://www.cvs.com/corpInfo/careers/stores_hourly.html

Set Up

1. Remind students that they discussed paper job applications in the last unit. Write the words *online application* on the board. Ask students if anyone has ever filled out an *online application*. If so, ask other questions to get details about their experiences:

*What do you think about online job applications?
What was difficult about it?
Do you prefer paper or online applications? Why?*

Process

2. Explain that online applications are very common. It is often the case that paper applications are simply not available – they must use the computer if they are going to apply. In most cases, it is impossible to get an interview until the application is filled out.

3. Ask students who have filled out online applications if they have any *advice* for their classmates regarding these applications. Write their suggestions on the board and discuss them as a class.

If volunteers bring up the personality tests on these applications, make a note of it on the board and tell everyone that you will be discussing and practicing these in greater depth later in the course.

4. Point out that these applications can take a very long time to complete. If the following advice was not offered by student volunteers, make these suggestions:

- Give yourself plenty of time to complete an online application. It will likely take over an hour to complete, so do not sit down at a store’s computer kiosk 30 minutes before it closes. There are ways to save your information, but they are not always reliable – it is best to finish the application in one sitting. Do it at home or at the SSLC if you can.
- You will need to type in a lot of information, most of which should already be listed on your resume and reference list. Be sure to have copies of these documents in your portfolio and have them by your side when you fill out the application. If possible, have with you as well photocopies of paper applications you have filled out. It is likely the

questions will be similar on the online application, and you will save yourself much time if you can just copy over the answers.

- If you have the computer skills to do this, carry a copy of your resume and reference list on a memory stick or a disk. On online applications, you are often able to upload these documents, thereby saving yourself typing time.

Note to instructor: If students do not know how to use a memory stick or disk, or to upload documents, it would be useful to hold a short training session on this after class one day.

- If you don't feel comfortable using a computer, a mouse, or typing, consider practicing these skills at a workshop or at the SSLC. Talk to your SEE advisor about upcoming workshops. At the very least, we will have time to practice filling out an online application together as a class in the next unit. The more you practice, the easier it will become.

- U.S. employers value flexibility and availability in job candidates – especially for hourly positions. Show these attributes when you fill out online applications. Be as flexible as possible when you list the times and days when you are available to work. Be aware that if you refuse (on the application) to work nights or weekends, you may be automatically booted off the application, and all your work will be lost. Remember – your main goal in filling out the application is to get the interview. When you finally get the interview, then you can always explain your schedule in more detail to the interviewer. Everybody has times in their schedule when they cannot work – employers understand this, but the application does not.

- Read questions very carefully. If you answer some of the questions incorrectly (for example, your willingness to submit to a drug test), you could be automatically booted off the application, and all your work will be lost. This is another reason why you need to schedule a lot of time to fill out these applications.

- Online job applications often have a 100-question “personality test” at the end. These can be challenging. Later in the unit, we will discuss these and practice them. For now, just be aware that they are a characteristic of online job applications that are often not found on paper applications.

Note to Instructor: No matter how many suggestions other students give, it is likely that you will need to make most of the points above. This is an unfortunately teacher-centered format for giving information. Make it more student-centered by encouraging discussion on each of the points and by giving an oral group “quiz” at the end to review the main points. Have students take notes on the tips that you give.

Wrap Up

5. Tell students that they can start practicing now if they would like. If students have attended a recent job fair at MontgomeryWorks with a company that has an online application, they can use that for practice. Or, they can try the CVS online application at the following URL: http://www.cvs.com/corpInfo/careers/stores_hourly.html This has just been an introduction. We will return to the topic of online job applications on Day 3 of this unit and again in Unit 6.

Wrap Up & Homework

5 minutes

Review the day's topics with students. Let them know that in the next class session they will get a chance to use the cash registers and practice closing a sales transaction.

Homework

Assign *Mystery Shopper 4* on **SB 5:8**. Tell them that it is due in the next class session. That is a short turn-around time, but most people do have at least one small retail transaction every day. However, tell students it is not mandatory to spend money. They could also observe a cash transaction for a few minutes in a store.

Unit 5: Closing The Sale

Day 2

Objectives:

Customer Service Skills	Job Readiness Skills	Grammar and Pronunciation Skills
<ul style="list-style-type: none">• Use a cash register.• Reconcile a cash register.• Role Play: Do a cash transaction.		<ul style="list-style-type: none">• Use polite expressions.• Use idiomatic expressions.• Articulate word endings to enhance comprehensibility.

Materials/Preparation:

- Copies of *Shopping Lists*, **TG 5:41-42**, cut into cards and stacked
- A few of the SSLC cash registers
- Calculators
- Boxed food or other item that has a clearly discernible barcode
- Play money (coins and bills)

Key Vocabulary:

balance	float	scan
barcode	inventory	sku number
calculate	log in / sign in	stock
cash register	receipt	
cashier	reconcile	
code	ring up	
drawer/till	sales tax	

Notes to Instructor:

Before this class session, you must familiarize yourself with the SSLC cash registers. Read the instruction booklets and practice several times before attempting to use them in front of the class for the demonstrations, and instructing students on how to use them.

Please note that you will need to have the computer lab reserved on Day 4 of this unit, for practice filling out online applications.

Warm Up: The Cashier

5 minutes

Note to Instructor: Today's schedule is quite tight, and students should have plenty of time to practice using the cash registers. Therefore, use the *Set Up* phase of the presentation below, *Use the Cash Register*, as the warm up. As outlined below, lead a discussion about students' experiences as cashiers and introduce them to the cash register.

Presentation: Use the Cash Register

30 minutes

Set Up

1. Place one of the SSLC cash registers front and center in the classroom, so that all students can see it clearly. Ask students to tell you what it is. Elicit and write the words *cash register* on the board. Practice the pronunciation as a group.

Ask also what the job title is of the employee who uses the cash register. Elicit *cashier* and write it on the board. Practice the pronunciation as a group.

2. Ask students if any of them have had to use a cash register before. Ask them to tell when and where they used the cash register, and if they liked it or not, and why.

Process

3. Ask students what the purposes of a cash register are. What does it do? Elicit students' responses. Ask they suggest these functions, write them on the board and take the opportunity to introduce important vocabulary. Below you will find a list of major purposes of the cash register. Make sure that all these are listed by the end of the presentation, and that you have elicited or introduced all the new vocabulary words that are in italics, below. Show the parts and actions on the cash register in front of you as they are elicited.

- Keeps money and checks secure (in the *drawer*, sometimes also called a *till*)
- *Calculates* the total of the sale (*ring up*)
- Calculates change
- Calculates sales tax
- Prints receipts
- Reads a bar code and recognizes the *sku number* of each items
- Keeps track of *stock* or *inventory* (when the sales associate *scans* the *barcode*) and tells managers when they need to reorder items

Practice

4. Practice the pronunciations of the new words on the board, first as a class and then individually. Give individual feedback. Check to see if students have any questions.

5. After everybody has all their notes down, erase the board. Check for vocabulary retention by showing or describing the following parts or actions, and having students guess what new vocabulary word you are referring to. Use the following list to guide the retention check:

cash register	drawer / till	receipt	calculate	
sales tax	change	ring up	scan	barcode

6. Now, ask students to form groups of three at each of the cash register stations you have set up in the room. Demonstrate how to do the basic functions listed below. This is also preparation for the role play activity that will happen later in the class. After showing students the functions, circulate among students to assist and make sure that each student has an opportunity to practice them.

- Functions:**
- Ring up three items costing \$1.25, \$4.02, and \$.90.
 - Open the drawer.
 - Take out change for this purchase, assuming a customer gives a \$20 bill.
 - Print and tear off a receipt

Transition

Let students know that the following exercise will give them another opportunity to practice all these new vocabulary words.

Activity: Cash Register Vocabulary

10 minutes

Set Up

1. Tell students that this is just a quick activity to practice the new words.

Process

2. Ask students to open to **SB 5:9, Cash Register Vocabulary**, and read the instructions. Then, give them a few minutes to do the worksheet individually.
3. When they are finished, ask students to compare their answers with a partner.

Reportback & Feedback

4. Call on volunteers to read the story, sentence by sentence. Discuss any questions or problems that students have.
5. As a group, practice the pronunciation of the new words. Call students' attention to the ends of the words. Tell them that carefully pronouncing the ends of their words will help them be understood by others. Tell them to focus on this throughout the day's class. Give individual pronunciation feedback where possible.

Transition

6. Tell students that they now know the main parts and purposes of a cash register. We will next look at the some of the important procedures that the cashier has to do.

Presentation: Opening, Closing, and Reconciling a Cash Register **20 minutes**

Note to Instructor: Keep the cash register in the front of the room, so that students can see it and you can refer to it as you go through this presentation.

Set Up

1. Tell students that retail stores have their own procedures for opening and closing a register. Assure students that, if they need to use a cash register at their new jobs, they will receive training there. In this class, we will speak generally about the procedures that are necessary parts of most cashier positions.

Process

1. Return to those students (if any) who have experience using a cash register. Ask them what, in their experience, is important about opening a cash register. Elicit their ideas and write them on the board. If there are few or none who have been cashiers, ask students what they *think* is important about opening a cash register.

Make sure the following are mentioned. Write at least the italicized words on the board:

- Cashiers usually have to *sign out cash* so that they have money in the till to begin selling.
- Sometimes money is kept in the till so that employees don't have to start with an empty register each time. This money is called the *float*. It is left in the till at the end of the day after everything has been counted.
- Usually the cashier has an employee *code* that he or she must use to *log in* or *sign in* to the cash register. This is so the register can keep track of who is using it during which time periods, and so that you are not blamed for others' mistakes.
- After opening a cash register, money should be recounted just to be certain the amount in the till corresponds with the amount that should be in there according to the previous cashier's records.

2. Point out that we in the class are all honest people. Ask students:

How can you make sure the employer knows your honest?
How can a store stop people from stealing money?

Elicit students' responses. Make sure that the following two important points are made:

- One way to do this is to use the shelf above the till. When a customer gives you cash, do not place the money directly into the till. Instead, place it on the shelf until you have given completed the transaction and given the change. Sometimes people forget how much cash they have given you (and sometimes a cashier makes a mistake), and if they question the amount of change they received, you will be able to show them the money you have left on the shelf. This practice protects both cashier and customer.

- Another way to show your employer that you are honest, and to help the store combat theft, is to *reconcile the cash register*. Write *reconcile the cash register* on the board. Elicit or explain the meaning of the phrase: at the end of a shift, a cashier must make sure that the amount of cash, credit card receipts, and checks is correct based on the amount sold for the day.

3. Write the following on the board:

Float:	\$30.00
Receipts:	\$47.00
	\$23.50
	\$14.98
Total Receipts:	_____
Total:	\$115.48

4. Walk students through the scenario on the board. Tell them that, at the beginning of the day, the cashier had a float of \$30.00. At the end of the day, a cashier has these three *receipts* from her cash transactions. Ask them to *calculate* the total receipts [\$85.48]. Write the total on the board. Point out that this number is the *cash balance* in the register. Write *calculate* and *cash balance* on the board.

5. Now, ask students to look at the total on the board. Is the cash register *balanced*? That is, if they calculate the total receipts and add in the float, does that equal the total that is in the cash register? Yes, so the register is *balanced*. Write this word on the board. Tell students that this entire process is called *reconciling the cash register*.

Wrap Up

6. Check to see if there are any questions or confusions. If there are, have a student volunteer or two walk the class through the reconciling process out loud, using the words on the board throughout. Practice the pronunciations of the words on the board as a group. Encourage students to pay particular attention to the ends of their words. Give individual feedback where possible.

Transition

7. Announce that they will now have the opportunity to practice reconciling a cash register.

Activity: Reconcile the Register – Vocabulary Practice

15 minutes

Set Up

1. Ask students to open to **SB 5:10**, *Reconcile the Register*, and look over the worksheet. This sheet will help them practice some of the concepts they have just discussed.

Process

2. Ask students to work individually to complete the sheet. You can have students complete the entire sheet in about 7-8 minutes, or you can have them complete each part (A, B, and C) separately and then review the answers as a group before moving on to the next part.

3. Circulate among students to assist and give individual feedback where possible.

4. When they are finished, ask students to take a minute to compare their answers with those of a classmate sitting near them.

Reportback & Feedback

5. Review all the answers as a class. Discuss any questions or confusions that arise.

Activity: Reconciling Practice

15 minutes

Note to Instructor: Today's schedule is tight, so this worksheet could also be assigned as homework.

Set Up

1. Tell students they will have an opportunity to practice the entire reconciling process. Ask them to open to **SB 5:11**, *Reconciling Practice*, and skim the worksheet.

Process

2. Ask students to work individually to do problems #1-3 on the worksheet. Circulate among them to assist and give feedback.

3. When they are finished, ask students to briefly compare their answers with those of a classmate and discuss any answers that differ.

Reportback & Feedback

4. Review the answers as a class. Have volunteers describe for the class how they arrived at their answers. The answers are located on **TG 5:40**. Discuss any questions that students have.

Transition

5. Tell students that they've learned about some of the technical aspects of a cashier's responsibilities. Now you are going to focus on the appropriate language and behavior for a cashier.

Mystery Shopper Reportback

15 minutes

Set Up

1. Ask students to raise their hands if they completed their *Mystery Shopper 4* assignment from the previous class. Put students into groups so that, if possible, there are at least two people in each group who completed the assignment. Ask students to get out their *Mystery Shopper 4* from **SB 5:8**.

Process

2. Give students 6-7 minutes to tell each other about their experiences. Circulate to listen and make a mental note of which students to call on afterwards to tell their stories. Try to choose a few who have generally positive stories, and a few who have generally negative stories.

Reportback & Feedback

3. Bring the class back together and call on volunteers to tell where they went, what they bought, and what the cashier said and did. Discuss the appropriateness of the behavior and language, and how the experiences made the students *feel*.

Be sure to ask how the cashier gave them their change. Call their attention to the fact that the cashier likely put their change in their hand. Point out that in the United States, putting the change down on the counter instead of in the hand is generally considered quite rude.

Wrap Up

4. Lastly, ask students for their responses to question #6 on the *Mystery Shopper 4* worksheet. Use this to transition into the following activity, which focuses on a polite transaction between a customer and a sales associate.

Activity: Paying With Cash

15 minutes

Note to Instructor: Prepare for this activity by choosing one advanced student from the group before class or during the break. Give him or her a copy of the Paying With Cash dialogue from **SB 5:12** and ask the student practice the role of customer, while you play the role of sales associate. This student will role play the dialogue with you in front of the class.

Have a cash register in front of you with \$1.63 in play money in it. Give the volunteer student \$50 in play money.

Set Up

1. Remind students that, in the *Mystery Shopper 4* exercise, they focused on the language and behavior of the cashier. Now they are going to see and practice an appropriate exchange between a cashier and a customer.

Process

2. Ask the volunteer student to come up to the front of the room. Make sure the student has the play money and the script.
3. Perform the role play with the student. Perform it as it is scripted, being careful to count the change out and put the change in the customer's hand.
4. After the role play is over, allow the volunteer to sit down. Ask the class the following questions:

*What did you notice about the role play? What did the sales cashier do?
What did the sales cashier say before counting out the change? [Out of \$50?]
How did the cashier count out the change? [Put in the hand as it was counted]
What was the last thing the cashier did? [Gave the customer the receipt]
What was the last thing the cashier said? [Have a nice day!]*

5. Now, ask students to open to **SB 5:12, Paying With Cash**, and take a couple minutes to read the dialogue. Then, ask them to get into pairs and take turns playing the cashier and the customer in the role play.
6. Circulate among students to listen and give individual feedback. In particular, encourage students to clearly enunciate the ends of words in order to speak more clearly.

Reportback & Feedback

7. Have a couple students role play the dialogue for the class. The class should be encouraged to give feedback. Ask the class:

What did they do well?
What could they improve?

Ask the same questions of the students who do the role plays.

Role Play: A Cash Transaction

40 minutes

Note to Instructor: To prepare for this role play, set up a few stations around the room that each have a cash register stocked with play money. Also leave a separate box or stack of play money in bills at each station for the customer to use in paying the cashier. The customers should use only bills to pay, the ensure that the cashier will have to give them change.

Set Up

1. Tell students that they are going to now have the opportunity to use the cash registers and practice a cash transaction.

2. Ask students how the cashier might greet a customer at the cash register. Elicit a few ideas and write the best ideas on the board. Here are a couple that are appropriate:

*Hello. Did you find everything you were looking for today?
Good afternoon. How are you today?*

Remind students that the cashier should always smile and be friendly and helpful to the customer, just like a sales associate.

Process

3. Give each student a couple of the shopping lists from **TG 5:41-42**, *Shopping Lists*.
4. Ask students to get into groups of three and go to one of the cash register stations.
5. Explain that the purpose of the activity is to role play a cash transaction. One student will play the cashier, and the other two students will play customers (one after the other). The cashier should greet them, ring up their purchases, tell them their total, accept their money, give them their change, and complete the interaction.

Make sure students understand that the separate stack of bills is for them to use in paying the cashier. They should only pay with bills (not change).

6. Circulate among students to help them get started with their role plays and give them individual feedback and guidance. As you observe, make sure that the students playing the cashiers are doing the following:

- Smiling.
- Making eye contact with customers.
- Giving the change back in the hand
- Saying, “Out of _____?”
- Placing money on the shelf above the till
- Greeting and taking leave politely

Take notes about aspects of the role plays that you think the entire class would benefit from discussing.

Performance & Feedback

7. There is probably not enough time in class for every student to do the role play in front of the class. Instead, encourage students to get a lot of practice in their small groups and to give each other feedback (along with yours). If time, ask for volunteers to do one or two role plays in front of the class.

Wrap Up

8. Bring the class back together, and ask students what they enjoyed, what was difficult, and what things they feel they still need to practice.

Wrap Up

Ask students to bring an ID to the next class session, as they will be needed in a role play.

Also, tell students that on Day 4 of Unit 5 (in two class sessions) the class will be working on filling out online applications. As such, they should think about whether there is an actual online application they would like to fill out during that session, and be sure to bring the URL. If not, they will have to fill out the application that the teacher assigns them (only as practice – they do not need to submit it if they don't want to.)

Unit 5: Closing The Sale

Day 3

Objectives:

Customer Service Skills	Job Readiness Skills	Grammar and Pronunciation Skills
<ul style="list-style-type: none"> • Accept credit cards as payment. • Accept checks as payment. • Role play credit card and check transactions. 		<ul style="list-style-type: none"> • Use polite and idiomatic expressions.

Materials/Preparation:

- Copies of **TG 5:43-44**, *Credit Card Conversation Questions*, cut into cards and stacked.
- Several small packaged items (such as canned or boxed food, pieces of clothing) with homemade “price tags” on them. There should be one priced item for each group of three students.
- Copies of sample credit card on **TG 5:45**, cut out and glued together so that each “credit card” has a back and a front. Make one for every student in the class.
- Copies of **TG 5:46**, *Blank Checks*, cut out. There should be at least four blank checks for each student.
- SSLC cash registers
- Audiotape, *Cash, Check, or Charge?*, on the SSLC resource shelf.

Key Vocabulary:

authorization	expiration date
charge	signature
credit	valid
date of issue	

Notes to Instructor:

During this session, mention to students that each retail store will have their own procedures and requirements for accepting checks and credit cards. The procedures we will practice in class are likely to be similar to those encountered in the workplace, but naturally there will be some differences. Changes in technology add to these differences. They will receive training from their employer in handling each type of transaction.

There is a lot of copying, cutting, and even some pasting needed for this lesson, so be sure to leave yourself plenty of time for preparation.

Warm Up: Credit Card Conversation Questions

15 minutes

Set Up

1. Remind students that in the previous class session, they practiced accepting cash payments. In this class, they are going to talk about the other two most common forms of payment. Ask students to name them [credit card and check].
2. Write *credit* on the board and ask students to tell you what it means [buying something now, but paying later].
3. Tell students that today's class will begin with a discussion of credit cards.

Process

4. Ask students to get into groups of three. Give each group a face-down stack of cards from **TG 5:43-44**, *Credit Card Conversation Questions*.
5. Ask students to take turns pulling a card and asking each other the questions. Encourage them to take the opportunity to practice conversing in English as much as possible.
6. Circulate to among students to listen, answer questions, and give feedback. Encourage students to ask follow-up questions after their partner answers the question in order to find out more information.

Reportback & Feedback

7. Bring class back together and discuss the answers to a few of the questions, especially the two that pertain to the advantages and disadvantages of credit cards. Try to stimulate a class discussion.

Transition

8. Lastly, ask the class when they pay with credit cards – what types of purchases do they make, and in what types of stores? Use this discussion to transition into the next presentation.

Presentation: Accepting Credit Cards

20 minutes

Note to instructor: During today's presentations, students may bring up the fact that sometimes the customer can swipe his own credit card and that many cashiers never compare the signatures on the card with the signature on the receipt. Remind them that procedures differ from store to store, but the basics are often the same. We do want to practice checking signatures in this class because it may be required in their jobs, but also because it is a safety practice for both the store and the customer.

Set Up

1. Tell students that, as cashiers, they will most likely accept credit cards as payment. The use of credit cards is very common in the United States. Today we're going to talk about what is required for this type of payment and then we will practice it.

Process

2. Mention that most of us have either made or watched many credit card purchases in our lives. Ask students:

What are the steps in accepting a credit card payment?

3. As students bring up the steps, write them in sequence on the board. As the steps are mentioned, take time to discuss them. Underline the important vocabulary words as you write them – they are italicized in the list below. Here is a suggested sequence:

1. Accept the customer's credit card.
2. Check the card's *expiration date*.
3. *Scan* or *swipe* the card.
4. Receive *authorization* from the computer, confirming the card is *valid*.
5. Ask customer to sign the receipt. Provide a pen.
6. Compare the customer's *signature* on the receipt to the signature on the back of the card.
7. Return the card to the customer, along with their copy of the receipt.

4. Practice the pronunciation of the new words. Ask students if they have any questions about the sequence outlined above.

5. Tell students that sometimes, the credit card's authorization is *denied*. The card cannot be used for payment. Ask students: *Why does this happen?* and elicit their responses. Write them on the board. Here is a list of possibilities:

- The card has been reported lost or stolen.
- The customer didn't pay the bill.
- The customer is over his/her credit limit.
- The bank made an error.

Point out that it doesn't matter, though, what the reason is. There could be any reason for the denied authorization. The cashier must be careful to remain friendly and helpful.

6. Ask students:

How should you handle a denied credit card authorization? What should you say and do?

Elicit students' responses and write them on the board. Emphasize that the cashier should tell the customer about the problem in a friendly way, being careful to keep the voice low so as not to further embarrass the customer. The cashier should offer to try again, but also offer to accept another form of payment.

7. Elicit and write on the board the language to be used in the situation described above. For example:

I'm sorry. The authorization was denied. Would you like me to try again, or would you like to use another form of payment?

Practice & Feedback

8. Practice the pronunciation of this response first as a group, and then in pairs and individually. Encourage students to practice chunking the sentences into thought groups and enunciating the ends of the words, to improve comprehensibility. Give individual feedback.

Wrap Up

9. Leave the credit card acceptance procedure on the board as well as the English for handling a denied authorization. Students can refer to these in the next activity. Transition into the role play below.

Role Play: Accepting Credit Cards

35 minutes

Note to instructor: Prepare for this role play by setting up the SSLC cash registers in stations around the room.

Set Up

1. Tell students they will now have the opportunity to role play a credit card transaction.
2. Pass out the *Sample Credit Cards* from **TG 5:45** that you have prepared for class. Ask students to print their names on the front of their card and sign the back.
3. Ask students to get into groups of 3 and go to one of the cash register stations you have prepared in the room. Give each group one of the priced items you have prepared (see materials list above.)

Performance & Feedback

4. They should take turns playing the cashier and helping each customer in turn with his credit card transaction. Ask them to also practice telling a customer that his credit card has been denied. Remind students to role play the entire interaction, greeting and taking leave of the customers politely and appropriately.
5. Circulate to assist and give individual feedback on their language, pronunciation, and behavior toward the customer. Remind students to make eye contact with the customers and smile.

Wrap Up

6. Every student should practice the credit card transaction at least two times during this role play activity. If time, ask for volunteers to do the role play in front of the class.

Listening Activity: Cash, Check, or Charge?

20 minutes

Set Up

1. Ask students which form of payment we have yet to discuss [check]. Write on the board: *Cash, check, or charge?* and make sure that students know what this means.
2. Tell them they will listen to a check transaction between a cashier and a customer.

Process

2. Play the SSLC audiotape *Cash, Check, or Charge?* once. Then, ask students the following comprehension questions:
3. Ask students to open to **SB 5:13** *Cash, Check, or Charge?*. They should to the tape again and write the missing words and phrases in the blanks on their worksheet.

Play the tape once more. You may need to play the tape a third and final time, so that everyone has a chance to finish the listening exercise.

Reportback & Feedback

4. Call on volunteers to go over the answers to the listening activity.
5. Ask students questions to judge their comprehension of the content.

Transition

6. Use this discussion to transition into the presentation on accepting checks, below.

Presentation: Accepting Checks

20 minutes

Note to Instructor: To prepare for this activity, draw a large blank check on the board. For a model, use those on **TG 5:46**, *Blank Checks*. You can use the drawing to illustrate your points during this presentation.

Set Up

1. Ask students, *Who here has a checking account?* Ask those students, *When you do pay with a check?* Discuss their responses as a class.

Process

2. Point out that each store will have its own policy about accepting checks. All stores will require at least one form of ID, while some will require two. Some stores will require that the check be issued by a local bank, while other stores will not accept checks at all.

3. Ask students, *What information must be on every check you accept?* Elicit their responses. Make sure the following are mentioned:

- Name
- Address
- Telephone Number
- Correct date
- Amount (written out and also in numerical form)
- Signature

As students bring up the information, write it on the board and also point it out on the large check you have drawn.

3. Now, remind students that checking ID is very important in a check transaction. Ask them to think of polite ways to ask for ID, and write their ideas on the board:

May I see your ID, please?

Practice the pronunciation of the questions first as a group and then individually.

4. Ask students what they must check when they are checking ID. Elicit their ideas and make sure the following are mentioned:

- The ID must be government-issued (a driver's license, military ID, etc.)
- The picture on the ID must be a picture of the customer.
- Check the expiration date to make sure the ID is valid.
- The signature on the license must match the signature on the check.
- Write the ID number and the expiration date on the front of the check, to the right of the name and address. (Show them where to write it using the check on the board.)

5. Ask students why they think that stores are so careful to check ID before accepting checks as payment. Elicit and discuss their responses as a class.

Practice & Feedback

6. Ask students to get out the IDs they brought to class. They should pair up with a classmate sitting next to them and take turns asking each other for their IDs and looking for the expiration date and signature. Circulate to assist and give feedback.

Wrap Up

7. If you have room, leave the points from this activity up on the board for use during the role play activity. Before the role play activity, students will prepare further by practicing writing checks.

Presentation & Activity: Writing Checks

15 minutes

Note to Instructor: Make sure the drawing of the blank check is still up on the board for this activity.

Set Up

1. Write the amount \$127.48 in the box on the blank check. In the *To:* line, write *Macy's*.

Presentation

2. Point out that there are a few important things to remember when writing (or reading!) a check. The first has to do with how you write out the amount. Write out the amount on the appropriate line on the check on the board:

One hundred twenty-seven dollars and 48/00-----.

Show students how the only dash (-) is between the tens place and the ones place in the dollar amount. There is no dash used between the hundreds place and the tens place.

3. Next, point out you should write the word *and* between the dollar amount and the cents amount. You should not write *and* between the hundreds place and the tens place.
4. Show students how the change should be written and explain that it is important to draw the line all the way to the end, so that no one can write anything else in this space. In the same way, you should starting writing out the number at the far left-hand side of the blank provided for this purpose. In other words, nobody should be able to write anything on the line before the word *One* in the example above.
5. Remind students to date and sign the check by doing the same with the check on the board.
6. Point out that the *For:* line is optional – it is for the check writer to record what he bought with the check. The cashier should not write any information on this line.
7. Mention that if an error is made on a check and needs to be crossed out and changed, it is important that the check writer initial that change. Otherwise, the bank may not accept it.

Practice & Feedback

8. Give each student a few of the checks you have copied and cut out from **TG 5:46**, *Blank Checks*.
9. Write Barnes & Nobles and \$18.99 on the board. Tell students they should write a check to Barnes & Nobles for this amount.
10. Circulate to assist and give feedback. Check to make sure they are following all the check-writing guidelines that you presented.

Wrap Up

10. Make sure all students have written the check correctly. If time, have students check a classmate's check to make sure there are no errors.

Role Play: Accepting Checks

35 minutes

Note to instructor: Prepare for this role play by setting up the SSLC cash registers in stations around the room.

Set Up

1. Tell students they will now have the opportunity to role play a credit card transaction.
2. Ask students to get out the IDs that you asked them to bring to class. (If anyone does not feel comfortable using their own ID, just ask them to use a piece of paper to make a sample ID.) Make sure that each student has a few blank checks from **TG 5:46, *Blank Checks***, to practice with.
3. Ask students to get into groups of 3 and go to one of the cash register stations you have prepared in the room. Give each group one of the priced items you have prepared (see materials list above.)

Performance & Feedback

4. They should take turns playing the cashier and helping each customer in turn with his check transaction. Remind students to role play the entire interaction, greeting and taking leave of the customers politely and appropriately.
5. Circulate to assist and give individual feedback on their language, pronunciation, and behavior toward the customer. Remind students to make eye contact with the customers and smile.

Wrap Up

6. Every student should practice the check transaction at least two times during this role play activity. If time, ask for volunteers to do the role play in front of the class.

Wrap Up

5 minutes

1. Tell students that they have now practiced accepting the three main forms of payment: cash, credit card, and check. Remind students that they will receive training at their jobs, and each retail store will have its own procedures. They need not worry that they will have to handle money without training, practice, and supervision.
2. Tell students that they will be practicing online applications in the next class session. They should remember to bring their portfolio containing their resume and reference list. They should also bring the URL of an online application they want to fill out, if possible.

Note to Instructor: Make sure you have reserved the computer lab for the next class session.

Unit 5: Closing The Sale

Day 4

Objectives:

Customer Service Skills	Job Readiness Skills	Grammar and Pronunciation Skills
<ul style="list-style-type: none">• Identify types of sales, discounts, and promotions.• Describe a sale, promotion, discount, or clearance.	<ul style="list-style-type: none">• Take personality tests that are part of online job applications.• Use a Likert Scale.• Fill out online applications.	<ul style="list-style-type: none">• Use idiomatic expressions.• Use phrasal verbs.

Materials/Preparation:

- Computer Lab must be reserved for this day.

Key Vocabulary:

clearance
coupon
discount
personality test
promotion
regular price merchandise
sale

Notes to Instructor:

See notes on online job applications and personality tests in Unit 5 Day 1.

Students will practice online personality tests today. It would ideal to practice the personality test on the CVS website, but there is no way to page through the length online application to get there. As such, for students' practice, use the Personality Tests 1 & 2 in the Student Book or the online practice site described in the Instructor's Note for that activity, below.

Warm Up: Personality Test

15 minutes

Set Up

1. In preparation, write the following statement on the board:

I like pizza.

Below it, write the following options:

Strongly Agree Agree Disagree Strongly Disagree

2. Ask students to decide how they feel about this statement. Do they strongly agree with it? Just agree? Disagree? Strongly disagree? Poll the students as to their opinions.
3. Repeat this process with the following two statements:

*I want a job as a cashier.
My ideal vacation is a week on the beach.*

Process

4. Once it is clear that students understand how to answer these questions, ask them to turn to **SB 5:14, Personality Test 1**. Ask them to work individually to answer the questions.
5. Circulate to assist. Do not give feedback at this point – students should answer according to their own opinions. When the students are finished, ask students to pair up and compare their answers. Tell them to note which ones they have different answers, and discuss why they chose the answers that they did.
6. Bring the class back together. Go through each answer and poll the class for their responses. Allow a little bit of warm-up discussion on the questions about which there is disagreement. Again, don't give too much feedback – this is about students' opinions.

Transition

7. Move from the previous discussion into the next topic. Ask students if they have ever taken a test like this as part of an online application.

Presentation: Online Personality Tests 20 minutes

Set Up

1. Ask students if they have ever had to complete a “personality test” as part of an online application. If so, ask them to tell the class what it was like and how they felt about it. Ask them how long it was, what was difficult about it, etc.

Process

2. Explain to students that many online applications have personality tests at the end of them. They are tests just like the warm-up we just did. You have to indicate how much you agree or disagree with a series of up to 100 questions. The tests can be difficult because they are long, there is a lot of reading, and they sometimes use complicated language.

3. Erase the previous examples from the board. Write up the following statement:

People do a lot of things that make me angry.

4. First, ask a few volunteers what their level of agreement is, according to the scale you used previously. Then, ask students:

Why do you think employers care whether or not you agree with this statement?

Elicit students' ideas.

5. Point out (if students do not) that employers want to understand what kind of person you are, how you'd be likely to react in certain circumstances, and what kind of decisions you would make. They want to know if you are a person they want on their team.

6. Point out that it is important to be honest, of course. However, you must *also* think about the questions from an employer's perspective. Tell students to ask themselves the following questions each time they answer a question on a personality test:

*Why does an employer want to know this?
If I were the employer, what answer would I be looking for?*

You may want to point out that, at the same time, students should not spend too long on each question. It is impossible to know for sure why they are asking each question. An applicant can just make his or her best guess and move on.

Practice & Feedback

7. Ask students to get into pairs and compare their answers again on **SB 5:14, Personality Test 1**. Now that they are thinking from the employer's perspective, would they change the way they think about any of the answers? Ask them to discuss whether or not they would want an employee that answered these questions in the way they did. Discuss in pairs.

8. Bring the class back together and ask them if they would change any of their answers, and why. Discuss any questions for which students disagree on a lot on the response.

Take the opportunity to reiterate the points that they cannot know for certain why a given answer is there, and ultimately they will just have to choose the answer that is best for them. We are just practicing strategies for being more successful on these tests. A poorly-answered question here or there will not ruin their chances of being invited for an interview, so if a question is too difficult or confusing, just move on to the next one.

Activity: Practice the Tests

40 minutes

Note to Instructor: For this activity, have students practice personality tests. It is not possible to quickly move through an online application to get to the personality test at the end, so students will not be able to fill out an actual online job application's personality test unless they have already completed the lengthy application first, which can take many students well over an hour. If this is not possible in your class, you have two other options for this 40 minute activity. You can have students do **SB 5:15-16**, *Personality Test 2* and *Personality Test 3*, individually or in pairs. Or, you can have students go to the computers and fill out the *Sims Personality Test* at http://www.personalitylab.org/tests/bfi_sims.htm. As part of your class preparation, go through it once yourself so that you can help students get started. Note that students do NOT have to fill out the additional information section at the bottom of the test in order to get their scores – this can and should be bypassed.

No matter whether you ask students to do the *Personality Test 2* and *Personality Test 3* worksheets on **SB 5:15-16**, or the online practice test or both, circulate among students to assist and give feedback, and take time at the end for the class to discuss problematic statements on the tests and to ask questions.

There are several phrasal verbs and idiomatic expressions that are commonly used in these online personality tests. A few of them appear in these worksheets. Take time to write the following on the board and make sure students understand their meaning:

depend on
get along

crabby
take a chance

get even
turn the other cheek

take it easy
to be sure of oneself

Past classes have found it useful to wrap up this discussion by using the questions on *Personality Test 2* to develop a list of “United States Work Values” that can be extrapolated from the statements that applicants are asked to respond to. For example, from the statement, “People do a lot of things that make you angry”, students might guess that a work value is “Have a positive attitude”, or “Be patient with customers and co-workers; don’t have a bad temper.” You can create this list on the board or assign it for homework. Students can keep the list in their portfolios and use it as a study guide before taking a real personality test on an online job application.

Some of the work values for hourly workers that our students have identified in the past include:

- Be prompt.
- Finish every task you begin.
- Be flexible in the times you are available to work.
- Be energetic.
- Stay calm and professional, even under stress.
- Be able to multi-task.
- Know and obey the rules.
- Prioritize safety.

Presentation & Practice: Fill Out Online Applications

40 minutes

Note to Instructor: For this activity, have students pair up at the computers. If you have a small class, each student can have his or her own computer. Remind students of the discussion of online applications on Day 1 of this unit. You may want to lead students in a brief review of the main points of that lesson.

Unless you have identified an online application that students want to fill out for real, use the CVS online application at http://www.cvs.com/corpInfo/careers/stores_hourly.html. As part of your preparation, fill this out on your own so that you will have an idea of the challenges that students will face.

Work through at least the beginning of the application with students. Then, you can let students work individually or in their pairs, and circulate to assist. In particular, you should make sure that all students can do the following online tasks:

- Use the click-and-type boxes to write information.
- Use the click-and-drop down boxes to make a selection from a list.
- Make a username and password so that they can log back in if they have to end their session before they finish the application.
- Use their portfolio to access information quickly when is it called for on the online application.
- If your class has more advanced computer skills, show them how to upload their resume to the online application. However, if this is very complicated for your students, it is not necessary.

Point out that this activity is just for practice. Students do not have to send their application in if they don't want to; or, if their application automatically gets submitted, they do not have to respond to an interview invitation. If students do get all the way through the CVS online application, however, they will have the opportunity to practice an actual online personality test! It is therefore particularly important that each student create a username and password, because they can log back in later or at home to finish the test.

To wrap up this activity, remind students that they can log back in later to complete the application if they would like. Remind them that they must read all the questions carefully, because certain answers regarding their ability to work nights and weekends, their willingness to submit to drug tests, and their age (if they accidentally indicate they are younger than 18, for example), will get them automatically kicked off the application, and all their work will be lost.

Presentation: Sales, Discounts, and Promotions

20 minutes

Set Up

1. Ask students if they are “sale shoppers”. If so, why? Discuss students’ responses as a class, asking follow-up questions where appropriate. Find out where they shop for sales, what they buy on sale, where they use coupons, etc.

Process

2. Point out that most customers look for a “good deal”. Sales associates should know about sales and promotions in their store. Write *sale* and *special promotion* on the board and make sure students know the definition of both:

- *Sale* – [Items that are offered at a lower price than normal. In other words, they are being offered at a *discount*.]
- *Special promotions* – [When a store offers NEW items at a lower price so that people will try them for the first time.]

3. Ask students what they think sales associates should know about sale and promotional items. Elicit or suggest the following:

A good sales associate knows....

- where the items are located in the store.
- when the sale/promotion begins and ends.
- what merchandise is included.

4. Add the following terms to *sale*, *discount*, and *promotion* on the board. Ask students what each one means, and see if they can give examples.

- *Regular-priced merchandise* – [Items at regular price with no discount.]
- *Clearance merchandise* – [Items reduced in price because the store no longer wants to carry them or because they are discontinued; for example, holiday items after the holiday is over.]
- *Coupons* – [Pieces of paper that offer a certain amount of money off the regular price. Usually found in newspapers, magazines, or stores.]

Wrap Up

5. Review the words on the board and practice the pronunciation as a class. Ask if students have any questions about the differences between each of the words. Then, transition into the next activity, in which they’ll have an opportunity to practice identifying each type of discount.

Activity: Identify the Discount

25 minutes

Set Up

1. Ask students to open to **SB 5:17**, *Identify the Discount*, and read the instructions. Then, go over the instructions briefly as a class.

Process

2. Ask students to complete the worksheet individually. Circulate among students to assist and give feedback. Check spelling.

3. When students have finished, bring the class back together and call on volunteers to review the answers. Discuss any that may have caused confusion for students.

4. Practice the pronunciation of the discount terms one more time as a class.

Transition

5. Leave the discount terms on the board. After you are sure that students understand what each means and there is no confusion, move into assigning the homework below.

Wrap Up

5 minutes

1. Assign homework:

Writing Activity: Homework

For homework, students should write a short ad for an item, similar to the ads on **SB 5:17**, *Identify the Discount*. The ad should be for one of the following: a sale item, a special promotion, a coupon, or a clearance. However, just like in the ads on **SB 5:17**, students *should not* use the term itself (sale, promotion, coupon, etc.) in the ad! Also, they should not write their names on the ad. These two points are important. Emphasize that the written ad can and should be short. They can use pictures if they would like.

The next class session will begin with a class activity based on these ads.

2. Briefly review the topics covered in today's class and check to see if students have any remaining questions on the main points or on the homework assignment.

Talking About Money – Conversation Cards

<p>What are you saving money for?</p>	<p>Are you good at saving money?</p>
<p>Do you sometimes buy things you don't need?</p>	<p>Has anyone ever stolen money from you?</p>
<p>Do you give money to charity?</p>	<p>Do you buy lottery tickets? Why or why not?</p>
<p>What is something you bought recently that was a good bargain?</p>	<p>What did you buy yesterday?</p>

<p>If you won a million dollars, what would you do with it?</p>	<p>Some people say, “Money makes the world go ‘round’.</p> <p>What does this mean?</p> <p>Do you agree or disagree? Why?</p>
<p>How do you usually pay for the items you buy: cash, check, or credit card?</p>	<p>In the United States, people sometimes say to their children, “Money doesn’t grow on trees!”</p> <p>What do you think that means? What lesson are they teaching their children?</p>

Buying Signals Audio Transcript

- Customer:** Excuse me. What is the price of this?
- Sales Associate:** Oh, isn't that a beautiful scarf? It's \$34.99.
- Customer:** I've been looking for one just like this for my mother.
- Sales Associate:** Well, I am so glad we have it for you! We just started carrying this line last week.
- Customer:** Can it be exchanged or returned?
- Sales Associate:** Yes, ma'am. Just be sure to keep the receipt. You can bring it back in the next sixty days if your mother isn't happy with it.
- Can I help you find anything else you've been looking for?
- Customer:** No, I can't think of anything else right now.
- Sales Associate:** Then I'd be happy to wrap this up for you. Will that be cash, check, or charge today?

Reconciling Practice
INSTRUCTOR KEY

1. The float is \$89.95. The final cash balance is \$379.07.

Receipts	\$13.99
	\$14.99
	\$7.02
	\$253.12
Total From Receipts	289.19
Float	89.95
Total	379.07

Is the register balanced? **Yes**

2. The sales associate puts \$100 in the till at the beginning of the day. She counts the money at the end. She has \$215.73.

Receipts	\$79.99
	\$43.55
	\$12.19
Total From Receipts	135.73
Float	100
Total	235.73

Is the register balanced? **No**

3. When the sales associate begins his shift, the float is \$24.55. His final cash balance is \$86.81.

Receipts	\$12.50
	\$32.99
	\$16.77
Total From Receipts	62.26
Float	24.55
Total	86.81

Is the register balanced? **Yes**

Shopping Lists

Shopping List

carton of milk	\$1.95
loaf of bread	\$1.55
2 cans of soup	\$.99 each

Shopping List

pack of batteries	\$3.99
extension cord	\$10.00
keychain	\$2.99

Shopping List

gift certificate	\$10.00
greeting card	\$1.95
ribbon	\$1.95

Shopping List

cold medicine	\$6.99
packet of tissues	\$1.45
orange juice	\$1.20

Shopping List

watering can	\$2.99
potting soil	\$10.99
fertilizer	\$2.99

Shopping List

bottle of shampoo	\$3.45
bottle of conditioner	\$4.99
2 bars of soap	\$.60

Shopping List

pair of slippers	\$9.99
magazine	\$2.59
sunscreen	\$5.99

Shopping List

sewing needles	\$4.99
buttons	\$5.50
thread	\$1.95

Shopping List

notebook	\$3.99
pack of pens	\$2.99
scissors	\$2.88

Shopping List

balloons	\$2.99
chips	\$1.99
candy	\$3.95

Credit Card Conversation Cards

<p>Do you think people these days use credit cards too much?</p>	<p>How can you teach children to use credit cards responsibly?</p>
<p>What happens if you don't pay your credit card bill on time?</p>	<p>What are some advantages of credit cards?</p>
<p>What are some disadvantages of credit cards?</p>	<p>What is a "credit score"? Why is it important?</p>
<p>Is it easy to get a credit card in the United States?</p>	<p>Do people use credit cards frequently in your country?</p>

	<p>What is the difference between a credit card and a debit card?</p>	<p>When do you use credit cards and when do you prefer to use other payment methods?</p>
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Sample Credit Card

Instructions: Copy this page and cut out both sides of the sample credit card. Glue or tape both sides together so that the “credit card” has a front and a back. Make one card for every student in the class. Have each student fill out the name on the front and sign the back, before they do the role play.

Front of the credit card:

<p><i>Wheaton Bank</i></p> <p>1234 5678 9101 1121</p> <p>Name: _____</p> <p>Valid from: 02/07 CREDIT</p> <p>Good thru: 02/09</p>
--

Back of the credit card:

<p>Your card is used and serviced by Wheaton Bank USA, N.A., pursuant to a license from CREDIT U.S.A. Inc. Its use is subject to the terms of your cardmember agreement.</p> <p>Signature: _____</p> <p>Authorized signature. Not valid unless signed.</p> <p>If lost or stolen, please call (800) 123-4567.</p>

Blank Checks

Name: _____ 1234 Main Road Smalltown, MD 20902	Date: _____
Pay to the order of _____	\$ <input type="text"/>
_____ dollars	
<i>Wheaton Bank</i>	
For _____	

Name: _____ 1234 Main Road Smalltown, MD 20902	Date: _____
Pay to the order of _____	\$ <input type="text"/>
_____ dollars	
<i>Wheaton Bank</i>	
For _____	

Unit 6: Handling Problems and Complaints

Day 1

Objectives:

Customer Service Skills	Job Readiness Skills	Grammar and Pronunciation Skills
<ul style="list-style-type: none">• Identify the characteristics of different kinds of sale events.• Suggest additional merchandise.• Role Play: Suggest additional merchandise.	<ul style="list-style-type: none">• Build interview skills.	<ul style="list-style-type: none">• Give reasons using adverbial phrases beginning with the word <i>because</i>.• Demonstrate control of simple expressions for offering suggestions.

Materials/Preparation:

- Student Book Unit 6
- Tape
- Flipchart paper [if needed for warm-up]
- Copies of **TG 6:26**, *Role Play Cards: Suggest Additional Merchandise*, cut into cards.

Key Vocabulary:

anticipate
suggest/suggestion

Notes to Instructor:

The responses to today's interview question, *Do you have any questions for us?*, are often challenging for students. There is a larger amount of class time devoted to this question than usual because the appropriateness of asking about money and benefits often comes up, and these issues take more time to discuss and practice. In preparation for class, be sure to read the instructor notes that accompany that activity.

Warm-up: Sale Events

25 minutes

Set Up

1. Ask students to get out their homework from the previous class – the ads for different kinds of sales that they wrote. Remind students that they should not have written the name of the type of sale (sale, promotion, coupon, etc.) on the ad itself. It would be good if they also didn't have their name on it.

Ask them if the assignment was easy or hard to complete, and check to see if they have any questions.

Process

2. Ask students to hand in the ads. Tape them all to the board in the front of the room, and write a number next to each one. Leave a little room at the top of the board.

3. Ask students to get out a piece of paper, and number it with the number of ads that are hanging on the board. For example, if there are 10 ads on the board, each student will have a paper numbered #1-10.

4. As a class, review the types of sales you discussed in the previous class session. Write them along the top of the board or (if there is no more space on the board) on a piece of flipchart paper.

sale special promotion coupon clearance

Include also, for contrast: *regular price merchandise*

5. Then, ask students to come up to the board with their papers and look at the ads their classmates created. They must not speak! In silence, they should look at the ads and write on their papers the kind of sale that they think each one advertises. When they are finished, then can go back to their seats.

6. After everyone is back at their seat, take each ad down in sequence and hold it up for the class. Ask students to call out the kind of ad they think it is. If there is disagreement, encourage them to discuss it as a class, giving the reasons for their opinion using adverbial phrases beginning with the word *because*. Encourage students to discuss how they know it is advertising a clearance, sale, coupon, etc. Afterwards, have the author of the ad explain what kind of ad it is.

Repeat this process for all the ads.

Wrap Up & Transition

7. Practice the pronunciation of the sale terminology once again. Remind students that a good sales associate will know when and where these are happening in their store, and what merchandise is involved. In this way, they can make useful *suggestions* to customers about sale items.

Transition from this reminder to the presentation below by pointing out that making suggestions is an important part of the role of a sales associate.

Presentation: Suggesting Additional Merchandise

20 minutes

Set Up

1. Ask students if they have ever purchased an item, brought it home, and realized that they needed something additional to make the item work. Get students' stories. If nobody can think of an example, ask them if they have ever bought a child's toy and then realized later that they needed to buy the batteries separately.

Process

2. Point out that a good sales associate *anticipates needs*. In other words, the associate thinks about what other items the customer will need in order to fully enjoy the item he is buying. The sales associate can then *suggest additional merchandise*. Write the italicized terms on the board.

Point out that most customers think this is helpful, as long as the associate isn't too pushy.

3. Ask students what they would suggest if a female customer were buying a dress. Elicit their ideas and write them on the board. Here are a few examples:

Woman's dress: scarf, jewelry, shoes, hat, bag

4. Repeat this process with the example of dinnerware:

Silverware: napkins, tablecloth, silver polish

5. Now that students have come up with ideas about what to suggest, turn their attention to how to suggest it. Ask them what language they would use to suggest these items to their customer. Discuss their ideas and elicit or suggest the following polite openers for suggestions:

Do you need... *a tablecloth to show off that new dinnerware?*

May I interest you in... *a pair of earrings that match that dress?*

Have you thought about... *some silver polish to keep that silverware looking nice?*

Practice & Feedback

6. Practice the pronunciation of these sentences and polite openers, first as a group, and then in pairs briefly. Circulate to listen and give individual feedback.

Wrap Up

7. The next activity will give students controlled practice in suggesting additional merchandise. Transition them to that activity and leave the polite openers on the board for them to refer to later.

Activity: May I Interest You In....

25 minutes

Set Up

1. Tell students that they will now have an opportunity to think about what they might suggest when their customers buy certain items.
2. Ask students to open to **SB 6:2**, *May I Interest You In...*, and read the instructions. Call on a volunteer to read the instructions out loud.

Process

3. Ask students to pair up and come with all the suggestions they can think of to go with each product. They should write all the items in the second column. Circulate to assist and give feedback.
4. Then, ask students to take turns suggesting the additional items to their partners, using the polite openers on the board. By the time they have finished, each student should have used each of polite suggestion openers many times. Encourage them to get as much practice as possible.
5. Circulate among students to assist and give individual feedback on pronunciation and intonation. Remind students about earlier lessons in the class when you discussed a polite tone of voice. Model this for the class if necessary.

Transition

7. Once all students have had many opportunities to practice the pronunciation and intonation of these suggestions, transition students into the less-controlled practice (role plays) below.

Role Play: Suggest Additional Merchandise

45 minutes

Set Up

1. Ask students to get into pairs. Give each pair one of the cut cards from **TG 6:26**, *Role Play Cards: Suggest Additional Merchandise*. Ask students to read the scenario together and make sure they understand it.

Process

2. Ask students to take a few minutes to decide what items the sales associate should suggest to the customer in their scenario. Tell them to jot down the items on a separate sheet of paper.
3. After students have decided on the item to suggest, they should choose roles and begin to practice the role play. Circulate to assist and give feedback on appropriate language, pronunciation, tone, body language, and other factors we have discussed in class.

4. When the pair has successfully performed their role play for you, give them another card and ask them to repeat the process, this time switching roles. By the end of the activity, everybody should have had at least one chance to play the sales associate.

Performance & Feedback

5. If time allows, ask each group to role play *one* of their scenarios for the class. Encourage students to give each other constructive feedback and encourage the role play participants themselves to reflect on what they feel they did well and what they would still like to improve.

Interview Activity: Do You Have Any Questions For Us?

45 minutes

Note to Instructor: Students should always have a few questions prepared for the interviewer. They should write them down before the interview and carry them to the interview in their black portfolio folder. These questions show that the interviewee is prepared, has done some research about the company/store/position, and is interested in the position. Interviewees should try not to ask questions that they could find the answers to via research. For example, a question like, “What do you sell in your store?” is not appropriate because the interviewee should already know this answer before the interview. Also, interviewees should avoid asking about money, benefits, holidays, breaks, employee discounts, etc. This is generally true in the United States, though it is not always the case in other countries. Students should be made aware of this potential cultural difference. All these topics can be addressed once an offer is made or in a second interview. Students should prepare questions that both show they have done their research and show that they are serious about their future in the company.

1. Write the interview question on the board:

Do you have any questions for us?

2. Introduce this question as a common interview question. Tell students you’d like them to work in pairs for about 5 minutes to discuss and write appropriate answers to this question.

3. Before they begin, ask them to name the “Four Rules” for answering interview questions, and jot them down on the board as they are volunteered. They are:

- a. Always be positive (about self and others)
- b. Speak clearly and simply (and not too fast!)
- c. Be informative but brief
- d. Give examples

4. After students have worked for about 5 minutes, elicit possible answers from the group. Discuss the appropriateness of each answer and write 1-3 particularly good answers on the board. Consult the notes on each question (below) for suggestions and guidance. As a whole class, practice the pronunciation of the appropriate answers. Students can write the good answers on **Portfolio Workbook P:12**.

5. Ask students to return to their pairs and **practice interviewing each other** with the question on the board. Encourage them to play the part of the interviewee by smiling, making

eye contact, speaking clearly, and practicing good sitting posture. Circulate and listen to the pairs, assisting where necessary.

Appropriate answers to this interview question:

“What type of training is available to new employees?”

“Could you describe a typical day in this position?”

“What are some of the challenges in this position?”

Note to instructor: It is generally the case in the U.S. that discussions of money and benefits are avoided in the first interview, unless the interviewer brings them up. However, our students often interview for retail and entry-level positions, many of which have non-traditional interview formats. In a few instances, our past students have been invited to participate in on-the-job training in a store, without ever receiving a formal job offer and information about pay rate. Take time to explain to students that, in most instances, a job offer will be made and discussions about pay and benefits can be held at that time, before they accept the offer. If the job offer is not made, they should not begin work until they have had a polite discussion with the supervisor regarding pay. If the supervisor does not initiate that discussion, then they will have to. Take time in class to discuss appropriate, polite ways to bring up money in these situations.

Wrap Up

5 minutes

Ask students to tell you what the main topics of today’s class were. Write them on the board as they are mentioned. Check for comprehension and ask students if they have any questions.

Tell students that today’s interview question was the last of the “common” interview questions that we will cover. In our next couple of interview practice activities, we will role play entire interviews involving all the questions we have practiced in class! This will help us review all the answers we have worked on and help us become more comfortable in interviews.

Unit 6: Handling Problems and Complaints

Day 2

Objectives:

Customer Service Skills	Job Readiness Skills	Grammar and Pronunciation Skills
<ul style="list-style-type: none">• Suggest additional merchandise.• Explain returns policies to customers.• Read and explain warranties.	<ul style="list-style-type: none">• Ask for permission politely.• Role Play: The Interview	<ul style="list-style-type: none">• Demonstrate control of simple expressions for offering suggestions.

Materials/Preparation:

- Copies of **TG 6:28**, *Helpful Suggestions Cards*, cut out and stacked.

Key Vocabulary:

damage
defect/defective
guarantee
manufacturer
refund
repair
replace
return policy
warranty
valid
void

Warm-up: Helpful Suggestions

20 minutes

Set Up

1. Remind students that in the previous class they practiced suggesting additional merchandise to customers. Elicit the three polite suggestion openers you practiced in the previous class and write them on the board:

Do you need...?
May I interest you in...?
Have you thought about...?

Process

2. Ask students to get into pairs and give each a face-down stack of *Helpful Suggestions Cards* from **TG 6:28**. Tell students they should take turns pulling a card from the stack and, playing the customer, tell their partner they are ready to buy the item. The partner will make a helpful suggestion, and the customer can either accept or reject it.

3. Model the activity in front of the class at least once. In the demonstration, pretend to rent a video and let a student volunteer make a suggestion to you. Afterwards, you may want to write the dialogue on the board for students to refer to during the warm up:

Customer: *Excuse me. I'd like to rent this video.*

Sales Associate: *Certainly, ma'am. I can help you. Do you need popcorn to go along with that?*

Customer: *Good idea! Thanks.*

4. Circulate among pairs as they do the activity, giving feedback on the suggestions and on sales associates' responses and pronunciation.

Reportback & Feedback

5. Briefly review some of the students' suggestions for some of the items on the cards. Ask for a few volunteers to role play their brief conversations for the class. Give individual feedback, encourage the class to do the same, and encourage the role play participants to talk about what they feel they did well and what they could improve.

Presentation: Handling Returns

20 minutes

Set Up

1. Tell students that this unit deals with handling problems and customer complaints. Angry customers are often a source of worry for students in the class. Remind students that, just like they have learned throughout the course, a sales associate should maintain the “customer service attitude” even when dealing with problems, complaints, and angry people. You may even wish to tell students to try to remember the “Three P’s”: Polite, Professional, and Patient, when dealing with complaining or angry customers.
2. Point out that the class will discuss and practice strategies for dealing with angry customers in the next class session. For now, we are going to focus on dealing with defective merchandise and *returns*, which are often sources of customer complaints. Write *returns* on the board.

Process

3. Ask students to try and remember a time when they had to return something. Why did they return it? How did the store respond? Get students’ stories. Take the opportunity to introduce the term *defective*. Write it on the board and practice the pronunciation. Customers often return *defective* merchandise to the store, but that is not the only reason people return items. What are other reasons?

You may also want to ask students about whether it is difficult or easy to return items in their countries of origin. It is usually more difficult in students’ native countries.

4. Point out that it is the sales associate’s responsibility to know the store’s return *policy*. Write the word *policy* on the board and practice the pronunciation. Each store’s return policy will be different.
5. Ask students to open to **SB 6:3**, *Return Policy*, and read the policy in Part A. Then, ask students the following comprehension questions:

What is the name of the store? [Smith’s Department Store]

How long can a customer keep an item before returning it? [30 days]

If a customer gets angry, can you make an exception and accept a return on a clearance item? [No.]

Transition

6. Point out the fact that a sales associate must be firm about the store’s policies. However, they can still be polite and helpful while doing so. Use that point to transition into the activity below, in which students can think about ways to inform customers politely about a return policy.

Activity: Explain the Policy

25 minutes

Set Up

1. Ask students to return to **SB 6:3, Return Policy**, and read Part B. Point out that it is a good idea to explain the return policy to customers before they leave the store, especially if they are buying items that cannot be returned (like sale items) or that are often not able to be returned once they are used (like shoes).

Process

2. Ask students to get into pairs and answer scenarios #1 and 2 on the worksheet. They should discuss their answers first, and then write them.
3. Circulate to assist and give individual feedback about students' ideas, as well as their spelling and grammar.

Reportback & Feedback

4. Bring the class back together and elicit each group's response to each scenario. As a class, discuss the merits of each and write the best response (or fusion of several responses) for each question on the board.

Here is a suggested response for each scenario:

1. *"I just want to let you know that our store would be happy to accept a return on these shoes if they are returned to us within 30 days from today and if they have not been worn outside."*
2. *"These are some great deals on Independence Day items. I just want to remind you that we cannot accept returns on clearance items."*

Wrap Up

5. As a final point, tell students that when a customer returns an item, the sales associate can listen actively to why he is returning it. Can you offer him a similar product, but in a different size, color, or brand? The sales associate should always try to be helpful and satisfy the customer, even (and especially!) after a return.

Presentation: Warranties

15 minutes

Set Up

Note to Instructor: This presentation contains a lot of new vocabulary and information. As you make the points outlined below, write the italicized words on the board as they are introduced, make sure students understand their meanings, and practice their pronunciation.

1. Transition from the previous activity into this one by pointing out that sometimes customers buy items, bring them home, and then discover they have a *defect* or *damage*. Sometimes an item breaks after the store's return period has expired.

2. Point out that a sales associate can help a customer in these situations by being aware of a service called a *manufacturer's warranty*.

Process

3. Ask students if they know what a warranty is.

Warranty: A promise from a company that an item will work properly for a certain length of time. It protects customers in case of damage, defect, or other problems.

4. Ask students if they have any experience with warranties. Get students' stories if possible and use them to make the following points about warranties:

- In order for a warranty to be *valid*, the customer fills out a warranty card for the product and mails it directly to the manufacturer. Usually, this must be done within a certain time period.
- The warranty is usually limited. That means that it is for only a certain period of time, and under certain circumstances. If the customer does something with the product that is not allowed by the warranty, then the warranty is *void*.

Wrap Up

5. Go over the new vocabulary on the board. Practice the pronunciation of the new words as a group, and make sure everyone in the class understands their meanings. Here are the words and their definitions (except for *warranty*, listed above):

manufacturer: the company that made the product

defect: a mistake

damage: the product has a broken or destroyed part

valid: legal; all good.

void: not legal; not good anymore

Transition into the next activity by asking students to turn to **SB 6:4, *A Limited Warranty***, and look at the examples of an actual warranty.

Note to Instructor: Note that students may not understand the difference between *warranty* and *guarantee*. Some students may believe they are the same word because of the similar pronunciations. Take the time to make sure students clearly understand the differences between them in both meaning and pronunciation.

Activity: Reading a Warranty

30 minutes

Set Up

1. Ask students to open to **SB 6:4**, *A Limited Warranty*, and just skim the warranty that appears here. Then, ask them the following pre-reading questions:

What product is under warranty here? [a computer]
What is the name of the manufacturer? [Zap Computers]
What three words do you see listed in bold? [repair, replace, refund]
Why do think they called this warranty “limited”?

Process

2. Ask them to take about 5 minutes to read the warranty in Part A (they shouldn't do Part B yet).
3. After everyone has read Part A, bring the class back together and ask if there are any questions about what the warranty means. Discuss the questions as a class.
4. Ask a volunteer to read aloud the instructions for Part B. Make sure students understand the instructions. Then, pair them up and ask them to work together to complete Part B.

Reportback & Feedback

5. Bring the class back together and call on volunteers to review the answers. [There should be a check on #**2**, **4**, and **5**]. If there are any questions or confusion, refer students back to the text to find the answers.
6. Write at least the following three vocabulary words on the board and discuss their meaning as a class:

repair [fix]
replace [provide a new one]
refund [give money back]

Practice the pronunciation as a group.

Wrap Up

7. Point out that one must read warranties and other policies very carefully and be aware of their components so that they can explain them accurately to customers. As this example illustrates, they can contain complicated language and fine distinctions in meaning. Also, the National Professional Certification in Customer Service Exam, which students will have the opportunity to take after the class is over, has several questions that rely on careful reading of policies.

Role Play: The Interview

50 minutes

Set Up

1. Remind students that for the last few weeks, they have learned about and practiced at least seven common interview questions. Ask them to try to recall all the questions they have practiced, and write them on the board. Here are the seven that have been covered in this curriculum:

Tell me about yourself.

Why should we hire you for this position?

Why do you want to work for our company?

What are your weaknesses?

Give me an example of a problem you had at a previous job. How did you resolve it?

Why did you leave your last job?

Do you have any questions for us?

Process

2. Tell students that today's role play is going to help them put together everything they have learned about interviews. They are going to take turns role playing an entire interview with all the questions on the board, including appropriate greetings, handshakes, and leave-taking.

3. Before they get started, ask students to once again list the "4 Rules" of answering interview questions. Write them on a piece of flipchart paper or refer them to the list that you already have posted:

- a. Always be positive (about self and others)
- b. Speak clearly and simply (and not too fast!)
- c. Be informative but brief
- d. Give examples

4. Pair students up. Ask them to decide who will play the interviewee the first time they do the role play. They should also decide what customer service position they will interview for, and with which company. All this must be clearly decided before the role play begins.

5. All interviewees should step outside the classroom door. All interviewers should turn to their **Portfolio Workbook P:13** and review the 7 interview questions they should ask their partner when they come back in. Remind interviewers that they should stand to greet their interviewee, shake their hand, and ask them to sit down. At all times, they should play the role of the interviewer (i.e., they should not break character, but instead try to stay as serious as possible in order to give their partner realistic practice.)

6. Tell the interviewees in the hallway that they should walk in to the classroom, find their interviewer, and greet him or her appropriately. They should shake hands firmly and wait until they are invited to sit. They are going to answer 7 interview questions and must take the role play seriously, as if it really is an interview, in order to get realistic practice. Their interviewer will not stop pretending that he or she is really an interviewer.

7. Allow interviewees to go in the classroom and begin the role plays. Circulate to listen, but try not to interrupt an interview role play in session unless the role play seems to be breaking down. Take notes on problems or other issues that arise.

8. After each role play is finished, encourage the interviewers to give feedback to their partners about what they felt they did well, and what parts they think could be improved. Give individual feedback where possible. Help the pair switch roles and begin again.

Reportback & Feedback

9. After all students have played the interviewee at least once, bring the class back together. Ask students to tell you how they felt it went, and what they still feel they need to improve. Bring up the problems and issues you noted while you were listening.

Wrap Up

10. Tell students they will have at least one more opportunity in class to practice the entire interview. They should try to practice at home in order to improve for the next role play.

Wrap Up

5 minutes

Review the day's topics as a class, and ask if there are any remaining questions or concerns. Tell students what they can expect in the next class session.

Unit 6: Handling Problems and Complaints

Day 3

Objectives:

Customer Service Skills	Job Readiness Skills	Grammar and Pronunciation Skills
<ul style="list-style-type: none">• Respond to complaints.• Deal with angry customers.• Explain customer complaints to supervisors.	<ul style="list-style-type: none">• Give advice and suggestions to co-workers.	<ul style="list-style-type: none">• Use modals to offer advice and make suggestions, with attention to register.• Use embedded statements to report speech.

Materials/Preparation:

- Copies of **TG 6:29**, *Giving Advice at Work – Conversation Cards*, cut into cards and stacked.
- SSLC Audiotape, *Broken Dinner Set*
- Copies of **TG 6:30**, *Angry Customer Role Play Cards*, cut into cards.

Key Vocabulary:

apologize
empathize
complaint

Notes to Instructor:

An important part of today's lesson is the introduction of a strategy for dealing with complaints and, especially, angry customers. This is often a topic that causes much concern among students. Be sure to point out to them that very angry customers are actually relatively rare; though customer complaints can be common. To prepare for this lesson, read the detailed strategy explanation in this unit (starting on page **6:17**) at least a couple times. You may wish to give some examples from your own customer service experience (or your experience as a customer.) Before you present the associated language for each step of the strategy, give students the opportunity to come up with the language themselves.

Once or more during this unit, you may also want to point out that if a customer complains, he or she wants you to do something about the problem so that he or she can come back. If the customer leaves dissatisfied, but does not say anything, he or she most likely will not return.

Warm-up: Giving Advice

25 minutes

Set Up

1. Mention to students that we have focused a lot on being polite and professional to customers, and we will talk even more about this today. However, we should remember that an important part of work is, of course, to be polite and professional also towards our co-workers, supervisors, and, if we have them, staff. Point out that they might have to give advice and suggestions to co-workers and supervisors, and take advice and suggestions from them as well.

Process

2. Elicit some proper language for giving and taking suggestions and advice. Tell students you have the following problem:

My boss wants me to work late on Wednesday, but I have dinner plans already with a friend. What should I do?

3. Ask students to give you suggestions and advice. Get their ideas and encourage them to express them politely using hedges like *I think...* and the modals *should* and *would*, and *If I were you....* Also, model appropriate ways to accept or deflect suggestions and advice. Write the sample openers and responses on the board. For example:

I think you should...
If I were you, I would...

That's a good idea, thanks.
Thanks for the advice, but....

4. Emphasize that it is important to give advice and suggestions politely in this way, and respond politely as well, in a workplace setting – even if they advice and suggestions were not asked for!

5. Ask students to get into pairs. Give each a pair a face-down stack of conversation cards from **TG 6:29, Giving Advice at Work – Conversation Cards**. Instruct them to take turns pulling a card and telling their partner about their “problem” from the card. They should not look at all the problems at once. Encourage them to take the opportunity to get a lot of conversation practice in English.

6. Circulate among students to listen, assist, and give individual feedback. Encourage students to ask follow-up questions based on their partner’s responses, and to respond politely.

Reportback & Feedback

7. Bring the class back together. Follow up by asking volunteers to role play a few interactions, and discuss the answers as a class. Poll students to get a range of opinions on some of the problems. Discuss the appropriateness of responses.

5. Practice the pronunciation of the openers and responses on the board. Give individual feedback on pronunciation.

Transition

6. One of the problems in the stack involves angry customers. Ask students for their suggestions related to this problem last. Use the class discussion of the responses to transition into the next presentation.

Presentation: Dealing with Angry Customers

30 minutes

Set Up

1. Transition from the previous discussion into this presentation by asking students what advice they would give a co-worker who had to deal with angry customers often. Elicit students' ideas and write them in brainstorm fashion on **one side** of the board.
2. Ask those students who have worked in customer service to tell any stories they have about dealing with difficult, complaining, or angry customers. What happened? How did they handle it? If possible, it might be useful to point out that while some customers do get angry, they are usually not the norm.

Process

3. After eliciting their ideas and stories, tell students that, of course, it is important to be polite and professional toward customers, even the angry and complaining ones. However, it is also helpful to have a strategy for dealing with those customers; that is what we'll discuss today.

Note to Instructor: Below you will find the main steps of a strategy to deal with complaining or angry customers. The main steps are in bold, and some points to make about each step, and some associated language are listed below the step itself. In this presentation, take students through the strategy, writing at least the main steps and the associated language on the board. Encourage student discussion throughout the presentation by asking about their own experiences dealing with customers, and ask them how they (as customers) would like to be treated in such a situation. It may be helpful to lead students into pointing out that there have been times when they, too, have been angry or frustrated as customers – how would they like to have been treated in such a situation?

Here is the outline for the strategy presentation:

1. Listen actively.

- One of the best ways to calm a customer down is to listen to them. Often, that is all it takes.
- Do not interrupt. Let the customer tell his or her story, even if it takes a while.
- Make sure you understand all the parts of the problem. Ask polite, open-ended questions if necessary.
- Make eye contact and say thing like, "I see", to show the customer you are listening.

2. Apologize & Empathize.

- Even if the problem is not your fault in any way, you must still apologize and take responsibility for the problem, as the representative of the store.
- Make it clear that you feel badly because they do – this is called empathizing.
- Be sincere and make eye contact.
- Here are some things you can say:
 - “I’m so sorry about this.”*
 - “I’m so sorry about this inconvenience.”*
 - “I understand that this is frustrating.”*
 - “That would upset me, too. I’m so sorry.”*

3. Do not react.

- It is important to remain calm. This will help the customer stay calm. If you react to the customer’s rudeness, you may make the situation worse.
- Stay Polite, Professional, and Patient [the “Three P’s”].
- Never raise your voice. In fact, it often helps to lower your voice a little, to gently remind the customer to do the same.
- At the same time, be sure that the customer understands that you do understand the importance of the situation. Do not smile at this time. Be calm and kind and serious while you help the customer.

4. If possible, fix the problem.

- First, find out what the customer wants.
- If the customer does not know what he or she wants, suggest possible fixes.
- It is important to stay firm when stating the company policy, while still being polite.

5. If possible, offer something.

- It is sometimes possible to offer something small to make the customer feel better. For example, a coupon, a discount, or a waiver of shipping fees.
- Make sure you are allowed to do this, according to your store’s policy.

4. Point out that students should go to the manager only if the sequence outlined above does not calm the customer down and/or satisfy him or her. Dealing with complaints is part of a sales associate’s job, so they must have skills for handling them without a manager present. (However, if a customer demands to see the manager, the sales associate should get the manager.)

HOWEVER: if the sales associate ever feels afraid or threatened by the customer, then by all means, go to the manager. Being threatened is not part of the job, and the sales associate has a right to stay out of harm’s way. The customer has no right to verbally (much less physically) abuse the sales associate. This is rare, but if it happens or if the sales associate fears that it may, he or she should immediately call a supervisor or, if necessary, security.

5. Ask students the following question:

After the customer has been satisfied and has left the store, what else should you do?

Elicit their responses. Make sure students understand that when the customer leaves the store, the problem usually does not stop there. They must try to make sure the problem does not happen again. That will certainly always involve telling the manager about the problem. It may also involve taking other steps to correct one's own procedures or suggesting other ways to make sure this problem can be avoided in the future. That is the sales associate's job, too.

Wrap Up

6. Review the main steps in the sequence one more time. Ask students if they have any questions or concerns about this process.

Listening Activity: Broken Dinner Set

30 minutes

Set Up

1. Tell students that they will now have the opportunity to hear how a good sales associate handling a customer complaint. Ask them to listen for examples of the steps outlined in the previous presentation.

Process

2. Play the taped segment, *Broken Dinner Set*. After students have heard it once, ask the following comprehension questions:

*Why is the customer upset? What happened?
Why did the customer need the product on the weekend?
What does the sales associate do to make the customer happy?*

3. Play the taped segment again. Ask students to listen for the answers to the following questions (write them on the board):

*When was the delivery?
How can the customer return item?*

After students have heard the tape again, ask them for their answers to these questions.

4. Ask students to open to **SB 6:5, Handling Complaints**. Tell them you play the tape at least once more. They should listen for the expressions that the sales associate uses to calm the customer down and satisfy her, and write what they hear. You may have to play the tape a fourth time in order for students to have time to write down all the expressions.

Reportback & Feedback

5. After most students have written a majority of expressions, ask the class what they found. Here are the expressions they should have written down:

I'm sorry to hear that. What seems to be the problem?

Oh no!

I'm terribly sorry. Would you like us to replace the item?

I'm sorry.

It sounds like it really caused you some problems.

Is there anything you'd like us to do?

Again, I'm so sorry about this.

Thank you – I hope you'll come back again.

6. After you have the expressions on the board, ask students what step of the strategy they learned earlier is represented by each of these expressions.

Wrap Up

7. Practice the pronunciation of the expressions on the board, first as a group, and then in pairs. Circulate to assist and give individual feedback, reminding students about the use of thought groups, pauses, and intonation. Finish the practice by calling on individuals to say some of the expressions for the class.

Role Play: Angry Customers

45 minutes

Set Up

1. If possible, leave the steps of the strategy on the board for students' reference. Tell them they will now have the opportunity to practice dealing with angry customers. Tell them that each student will have a chance to use the strategies we discussed. Each student will also have the opportunity to play an angry customer! Ask them to be realistic in their portrayals, and to calm down eventually in the role play – we want each “sales associate” to have a successful experience by the end of the role play.

Process

2. Ask students to get into pairs. Give each pair a scenario card from **TG 6:30, Angry Customer Role Play Cards**. Ask them to take a minute to read their scenario and make sure they understand it. Ask them also to decide who is going to be the first to play the sales associate.

3. As students work on their role plays, circulate among them to assist and give feedback. Make sure that the angry customers do eventually relent and allow themselves to be at least somewhat satisfied. Work with the sales associates to make sure they are utilizing the steps in the strategy for dealing with angry customers. You may need to model some interactions in order to help students see how they can do them better.

Performance & Feedback

4. Have pairs perform in front of the class. Afterwards, ask their classmates to give feedback on what they did well and what they could improve. Do the same yourself, and make sure to ask the participants themselves what they feel they did well, and what they feel they could improve.

Presentation: Report the Problem

15 minutes

Note to Instructor: The grammar of reported speech was already introduced in Unit 4, in the presentation and activities on taking messages. This presentation and subsequent activity are therefore reviews.

Set Up

1. Remind students about discussion earlier in the class, when they talked about what they should do after the once-angry customer leaves the store. What should they do to finish dealing with the problem? Students should mention that one thing they should do is report the problem to the manager.

Process

2. Use a few of the cards from the previous role play to help students practice reporting a customer's complaint to the manager. For example, remind students that in one of the previous role plays, the customer said something like,

The flour I bought has insects in it!

Write this statement on the board.

3. Ask students what they would say if they had to report this problem to the manager. Elicit:

The customer said that the flour she bought had insects in it.

4. Point out (or ask students to point out) that when you report the customer's statement to the manager, you have to change a few things. First, you have to change the subject of the customer's statement (I changes to she). Second, you often have to change the tense of the reported statement. When then customer says the statement, it may be in the present tense...but you are reporting what the customer *said*, in the past, so your report needs to be in the past tense.

5. Illustrate these two rules with a few more examples. Write the following statements on the board and ask students to work individually to change them into reports to the manager.

You delivered the wrong flowers to the funeral!

I am not satisfied with the service I have received here!

This DVD player doesn't work. You should accept the return without a receipt.

Reportback & Feedback

6. Review the answers as a class by calling on volunteers. Write the reported speech on the board.
7. As a class and then individually, practice the pronunciation of the reported speech. Give feedback to individuals where possible.

Activity: Report the Problem

20 minutes

Set Up

1. Ask students to get into groups of 3 or 4. Give each group a face-down stack of *Customer Complaint Cards* from **TG 6:31**.
2. Explain that, in this activity, students should sit in a circle or semi-circle as much as possible. One student will draw a card and read the complaint on the card to the student sitting to his right. That student will in turn report the message to the student sitting to his right. Then, that student will draw the next card and repeat the process.

Process

3. As students begin, circulate among them to listen. Try not to interrupt, but at the end of the interaction, give feedback if necessary. Assist and give feedback both in grammar and in pronunciation.

Reportback & Feedback

4. Bring the class back together, into a semi-circle. To review the activity, repeat it, using the entire class. That is, the student sitting closest to your right will begin by pulling a card, reading the complaint to the person to his right, etc., until everyone in the class has had at least one turn.
5. Give feedback on grammar and pronunciation. Ask students if they have any questions.

Unit 6: Handling Problems and Complaints

Day 4

Objectives:

Customer Service Skills	Job Readiness Skills	Grammar and Pronunciation Skills
• REVIEW	• REVIEW	• REVIEW

Materials/Preparation:

- Copies of **TG 6:27**, *Angry Customer Conversation Cards*

All other materials should be chosen by in the instructor based on students' review needs and desires.

Notes to Instructor:

Today is a review day and may be used to review the material covered in the last two units (5 and 6). The content of this day is left to your discretion. Review those topics and skills that students would like to delve into further, or that you feel students need to practice more.

It is recommended that you do at least one more money transaction role play today in class – perhaps a combination of check, cash, and credit card transactions. You may also wish to set aside time today for students to work on personality tests and online applications while you are there to help.

A suggested warm-up is provided for today's class which reviews and builds upon the previous class session's "angry customer" topic. An additional review activity is provided for today's class: *Responding to Customers' Signals*, **SB 6:6**. This worksheet helps students review this important Unit 5 topic.

Finally, you may also wish to give students another opportunity to role play dealing with angry or complaining customers. Ask students to invent scenarios based on their own experiences, practice them with a partner, and perform them for the class. Invite the class to give feedback on the role plays and use these discussions as an opportunity to further reinforce the strategy for dealing with angry customers that students learned in the last class session.

Warm-Up: Angry Customer Conversation Cards

15 minutes

Set Up

1. Remind students about their discussion in the last class regarding angry customers and how to respond to them. Ask them to brainstorm some of the strategies they discussed. Ask them to remind you of the “Three P’s” guidelines for dealing with complaints and angry customers [patient, polite, and professional].

Process

2. Ask students to get into groups of three and give each group a face-down stack of *Angry Customer Conversation Cards* from **TG 6:27**. Ask them to take turns pulling a card from the stack and asking each other the questions. Encourage students to take the opportunity to practice conversing in English as much as possible.

3. Circulate among the groups to assist and give individual feedback. Encourage students to ask each other follow-up questions to keep the conversations going.

Reportback & Feedback

4. Bring the class back together and call on volunteers to review their group’s answers to a few of the questions. Take the opportunity to reiterate important points made in the previous class about how to deal with angry customers.

Activity: Responding to Customer Cues

Set Up

1. Write the words *buying signals* on the board and ask students if they remember what this term means [the things a customer says and does to show she is ready to buy.] Ask students if they can give any examples of buying signals.

Process

2. Ask students to get into pairs, open to **SB 6:6**, *Responding to Customers’ Signals*, and read the instructions there. They should work together to decide upon the best response in each of the scenarios.

3. Circulate among groups to assist and give feedback.

Reportback & Feedback

4. Bring the class back together, poll students on their responses, and discuss the answers. Encourage student debate if there are any different answers for any of the questions. The answers for this worksheet are listed below :

1. **c**
2. **b**
3. **c**, or in some cases, **d** (**d** is a “once in a blue moon” technique)

Note to Instructor: For more information on the pros and cons of each of the responses to this worksheet, see Crisp Workbook 7: Closing the Sale, pp. 47-50.

Role Play Cards: Suggesting Additional Merchandise

<p>The sales associate works in a book store. The customer comes in and tells the associate that he (or she) loves mystery novels and wants to buy a new one to read on vacation. The sales associate helps him (or her) find the book. After the customer decides to buy it, the sales associate suggests additional merchandise and helps him (or her) choose it.</p>	<p>The sales associate works in a shoe store. The customer comes in and tells the associate that she (or he) loves to jog and needs to buy a new pair of running shoes. The sales associate helps her (or him) find a good pair of shoes. After the customer decides to buy them, the sales associate suggests additional merchandise and helps her (or him) choose it.</p>
<p>The sales associate works in a cell phone store. The customer comes in and tells the associate that he (or she) lost their cell phone and needs to buy a new one. The sales associate helps him (or her) find the right cell phone. After the customer decides to buy it, the sales associate suggests additional merchandise and helps him (or her) choose it.</p>	<p>The sales associate works in a hardware store. The customer comes in and tells the associate that she (or he) needs to buy a flashlight for home use. The sales associate helps her (or him) find a good flashlight. After the customer decides to buy it, the sales associate suggests additional merchandise and helps her (or him) choose it.</p>
<p>The sales associate works in a flower shop. The customer comes in and tells the associate that he (or she) wants to buy a big, beautiful bouquet of flowers for Mother's Day. The sales associate helps him (or her) find the right bouquet. After the customer decides to buy it, the sales associate suggests additional merchandise and helps him (or her) choose it.</p>	<p>The sales associate works in a gardening store. The customer comes in and tells the associate that she (or he) needs to buy a shovel for the garden. The sales associate helps her (or him) find a good shovel. After the customer decides to buy it, the sales associate suggests additional merchandise and helps her (or him) choose it.</p>

Angry Customer Conversation Cards

<p>What are some good strategies to calm down angry customers?</p>	<p>Your customer has been waiting in line for a long time and she is very annoyed. What should you do?</p>
<p>What should you do if a customer is rude to you?</p>	<p>A customer asks you a question and you don't know the answer. What should you do?</p>
<p>A customer keeps getting more and more irate. Nothing you say makes the customer calm down. What should you do?</p>	<p>Have you ever been an angry customer? If so, what happened?</p>

Helpful Suggestions Cards

shoes	cold medicine
personal portable CD player	camera
vacuum cleaner	deli sandwich with salad
bird feeder	winter coat

Giving Advice At Work – Conversation Cards

<p>I have a problem with my boss. She is mean and always grumpy. What do you think I should do?</p>	<p>The store is always so busy – I am so stressed out! I don't know what I should do.</p>
<p>English is not my first language, and I am having real problems communicating at work. My co-workers always talk very fast and use a lot of slang. What do you think I should do?</p>	<p>I need to apply for a job using the internet, but I'm not very good at using the computer. What should I do?</p>
<p>I really hate my job. I am always unhappy when I am at work, and I think about the job a lot when I am at home. What do you think I should do?</p>	<p>I work at the returns desk in a big department store, and I have to deal with a lot of angry and complaining customers. I am afraid of them! How do you think I should handle this?</p>

Angry Customer Role Play Cards

<p>You work in a grocery store. A customer is upset because she bought a bag of flour from the store and it has insects in it. She wants to know if she can have a refund.</p>	<p>You work in a florist. A customer had come in to the store last week to order some flowers for a funeral, but the wrong kind were delivered. The customer is very irritated.</p>
<p>You work in an electronics store. A customer wants to return a DVD player, but he doesn't have his or her receipt. The customer is becoming annoyed.</p>	<p>A customer has bought a new television set from your store, but when he gets home, he find that it does not have the features he wanted. He is not satisfied with the service at your store.</p>
<p>A customer has bought a lamp at your housewares store. When he took it home, the lampshade became very hot and started to smoke. The customer is very offended that your store sold him a fire hazard!</p>	

Customer Complaint Cards

My television does not have all the features I wanted!

I can't believe you sold me a fire hazard!

I demand a full refund!

I want to talk to your manager!

I have been waiting in line for twenty minutes!

You told me there would be a new shipment in today!

My shipment has not arrived, and it has been over a week!

Unit 7: Ready To Work

Day 1

Objectives:

Customer Service Skills	Job Readiness Skills	Grammar and Pronunciation Skills
<ul style="list-style-type: none">• Solve customer service problems.	<ul style="list-style-type: none">• Work as a team.• Give retrospective advice to co-workers.• Identify one's rights on the job.	<ul style="list-style-type: none">• Use complex sentences and modals to discuss hypothetical situations.

Materials/Preparation:

- Student Book Unit 7
- Copies of **TG 7:15**, *What If...*, cut into cards and stacked
- Copies of **TG 7:16**, *Problems at the Supermarket Cards*, cut into cards and stacked

Key Vocabulary:

hypothetical

Notes to Instructor:

This the last week of the course. A few of the daily lesson plans in this unit are somewhat shorter than those that precede it for several reasons. First, more time is included in each day for the instructor to review those topics that students have expressed a desire to review. This review may take the place of role plays, worksheet, grammar and pronunciation practice, or even interview or online application practice.

In the past, we have usually done the BEST Plus post tests during this week of the course, and sometimes during the following week as well (after the course is over), if necessary. Students will need to sign for a half-hour appointment for their BEST Plus post test that will take place before or after class this week. Confer with the other staff at the SSLC and pass around a scheduling sign-up sheet for students today.

Reserve the computer lab for the graduation ceremony and party to be held on the last day of the course (Unit 7 Day 4). If the computer lab is not available, you can rearrange the classroom that day, or use the conference room.

Warm-up: What if?

20 minutes

Set Up

1. Write the following question on the board:

If you had a million dollars, what would you do?

2. Ask students to think about the question for a moment, and then ask for volunteers to talk about what they would do.
3. Take a few volunteers' ideas, and then point out that some students are (hopefully) answering the questions with *I would*. Write *I would* on the board and ask a few more people for their ideas. Encourage them to begin their answers to the question with *I would*. For example:

If I had a million dollars, I would go shopping!

I would buy a house.

I would bring my family to this country.

Process

4. Point out the fact that we use these *hypothetical* sentences to talk about situations that don't exist. We use the past tense and *would* to express that the situation isn't real, is unlikely, or is impossible. Hypothetical sentences can be used when you want to talk about what you would do if the current situation were different; i.e., if things change.

Write *hypothetical* on the board and practice the pronunciation.

5. Ask students to get into pairs. Give each group a stack of cards from **TG 7:15**, *What If...*, and ask them to take turns pulling a card and asking their partner the question on the card. Students should answer with *I would....*
6. Circulate among students to assist and give individual feedback on grammar, pronunciation, and the content of their responses.

Reportback & Feedback

7. Bring the class back together and ask for volunteers to give their answers to some of the questions. Elicit several students' answers to the same questions, and try to encourage as much class conversation and debate as possible.

Presentation: Solve Workplace Problems

10 minutes

Set Up

1. Remind students that we have recently been talking about dealing with complaints and angry customers. We have also been talking about working with co-workers and supervisors. There will certainly be times when problems come up in the workplace and employees will have to work together as a team to solve them.

Process

2. Ask students if they have ever had a big problem on their job that was hard to solve. Get a few students' stories. Ask students what was done to solve the problem – were they involved in the process? What was the outcome? What would you have done differently?
3. Point out that co-workers often have to work together, as a team, to solve problems. As we have seen in previous units, “teamwork” is a very important work value in the United States. Employers look for employees that are willing to work with others. It is just as important to be professional and friendly with co-workers as it is to be with the customers.

Transition

2. Tell students that, in the following activity, they will have the opportunity to practice solving a workplace problem as a team.

Activity: Problems at the Supermarket

45 minutes

Set Up

1. Divide students into teams. The teams should be of equal numbers, and each team should have no fewer than four and no more than six members.
2. Tell students that they are the managers of a large supermarket. They are having a lot of problems, and your customers are not happy. Each one of them will know about one or two of the problems. They must discuss the problems together and then come up with solutions for the problem.

Process

3. Give each student at least one *Problems at the Supermarket Card* from **TG 7:16**. Ask them to read their problem carefully and ask questions if they do not understand.
4. Now, ask students to turn to **SB 7:2, Work as a Team**. As a group, go over the language that can be used during their discussions, and practice each of the example sentences.
5. Tell students to work together to identify and solve their problems, using the language on **SB 7:2** during their discussions. After 20-25 minutes, they should have come up with and agreed upon solutions for all six of their problems.

Reportback & Feedback

6. After the time is up, bring the class back together. Tell them they are now going to hear solutions from each of the groups, and should try to reach agreement on the best solutions.
7. Go through each of the problems in turn, letting one representative from each group give their answer. Encourage class discussion on each, and try to help them reach consensus on the best solution or solutions to each problem. Make sure each member of the group makes a presentation at least once. Also, encourage students to use the language from the

worksheet to make their cases and express agreement and disagreement. Interrupt the class periodically if necessary to review and practice the language.

Wrap Up

8. As a final step, ask students what was difficult, if anything, about working in such a large group to solve problems. Ask if they have had other experiences like this, and elicit students' stories if possible. Reiterate that teamwork is highly valued in United States work culture.

Activity: Customer Service Hypotheticals

40+ minutes

Note to Instructor: This activity can be used to help student practice the language of hypotheticals and team problem-solving while they review the course content.

A list of *Customer Service What Ifs* and *Customer Service Review Scenarios* (written by a previous Customer Service ESOL class!) may be found on **SB 7:3-4**. You can use these in various ways. The What Ifs can be used as conversation cards, and both worksheets can be used for team problem-solving. You could use them as the basis for role plays. For a writing and review assignment, you could even ask your class to write their own review scenarios for a future class. However you use these worksheets, they are good preparation for the Retail Readiness Assessment and the National Certification Examination in Customer Service, as well as a good review of course content in the final week of class.

Presentation: Your Rights on the Job

30 minutes

Note to Instructor: This can be a difficult presentation because students often ask questions to which you do not know the answer. Be clear with students that you do not know all the details of each employment law and are certainly not able to give them any legal advice. This is *general* information. The websites listed below will help them get more information about specific questions. If they do have specific problems, they should talk to a lawyer.

Set Up

1. Point out to students that, in this class, they have talked a lot about the sales associate's responsibilities to customers and co-workers. However, as they already know, they also have rights as workers. The employers have responsibilities to them.
2. Ask students if they have stories about being treated unfairly on the job. If so, what happened? What did they do about it?
3. Point out that, as we have been practicing, most problems can be solved by discussing them with supervisors. Employees should always do this first. However, in some cases there are abuses, unfortunately. In those cases, employees should understand their basic rights.

Process

3. Ask students what some of their workplace rights are in the United States. Write them on the board as they brainstorm. Make sure the following are included:

- The right to a safe and healthy workplace.
- The right to form and join a union.
- Freedom from discrimination and harassment on the basis of race, sex, age, and disability. [Language is not included under this.]
- The right to refuse work if the job is immediately dangerous to your life or health.
- The right to report safety problems to OSHA.

4. Ask students where they can report a health or safety problem [OSHA]. Ask students where they can report a discrimination or harassment problems [Equal Employment Opportunities Commission].

Point out that these government agencies can be found under the Department of Labor in the local telephone book. They have counterparts in each state.

Also, point out that in the United States, it is illegal for the employer to fire or punish you for reporting a workplace problem. At the same time, Maryland, Virginia, and DC are “at-will” states, which means that employers can terminate employment at any time without reason (as long as they not doing so in retaliation for reporting a workplace problem or trying to form a union.)

In Montgomery County, free legal assistance is provided to immigrants by Casa de Maryland. The phone number for CASA de Maryland is (301) 431-4185 and the website is www.casademaryland.org.

Finally, the website www.workplacefairness.org provides a lot of information for all types of problems and workers. It is a good place to go for general information.

Wrap Up

5. Finish by reiterating to students that they have rights on the job in the United States. Of course, the first course of action is to simply talk to a supervisor or manager about a problem, before seeking legal help. In many cases, you can solve the problem in this way. However, they should never simply accept discrimination, harassment, illegal treatment, or dangerous or unhealthy work conditions.

Wrap Up

5 minutes

Explain to students that the class will be having a graduation ceremony and small party on the last day of the class. In previous Customer Service ESOL courses at the SSLC, students have always brought in foods (usually typical dishes from their countries of origin) to share with their classmates and the members of the SSLC staff. Ask students if they are interested in doing that in this course.

If they are, prepare and pass around a sign up sheet at this time. Tell students that if they do not like to cook or don't have the time, or if their native dishes are too expensive to make, they can bring anything they want. Drinks, fruit, salads, or desserts are welcome – but they should sign up so everybody knows what will be there and what will be needed.

Also, point out that they do not need to bring large amounts of food. Just enough so that everybody can have a taste or a small portion. In previous classes, people have brought way too much food! Remember, if everybody brings a little, there will still be more than enough to go around.

Post the list in a prominent place in the classroom, so students remember what they promised to bring. Remind them a couple times throughout the rest of the week.

Unit 7: Ready To Work

Day 2

Objectives:

Customer Service Skills	Job Readiness Skills	Grammar and Pronunciation Skills
<ul style="list-style-type: none">• Take the Retail Readiness Assessment.	<ul style="list-style-type: none">• Role Play: The Interview	

Materials/Preparation:

- Copies of the *Retail Readiness Assessment* for students.

Notes to Instructor:

Today, there are only two activities scheduled. They can take up the whole class, or just part of it, as they are open-ended in terms of time. One of the activities is the second and final *Interview Role Play* of the course. If you do not use the entire class period with these activities, the rest of the time can be used for other sorts of review activities or for “catch up”.

By today, you should begin to prepare students’ diplomas for the last day of class. Diploma paper can be found in the SSLC copy room. A Microsoft Word template for the diploma can be found on the SSLC training drive. At the end of today’s class, pass around a sheet (described in the Wrap Up, below) on which students can write their full names as they’d like them to appear on the diploma. Have these diplomas ready to be handed out on the last day of the course, during the graduation ceremony and party.

Activity: The Retail Readiness Assessment

The NRF Retail Readiness Assessment is a complete inventory that assesses students' job-related attitudes and opinions. It contains a long personality "survey" that is ideal practice for both customer service skills and the personality tests that appear on online job applications.

It also contains a large number of challenging multiple-choice survey questions that provide an excellent review.

Doing the entire RRA could easily take half the class time or more, so plan accordingly. You may wish to do only parts of it, and assign the rest to students as homework.

Role Play: The Interview

50 minutes

Set Up

1. Remind students that for the last few weeks, they have learned about and practiced at least seven common interview questions. Ask them to try to recall all the questions they have practiced, and write them on the board. Here are the seven that have been covered in this curriculum:

Tell me about yourself.

Why should we hire you for this position?

Why do you want to work for our company?

What are your weaknesses?

Give me an example of a problem you had at a previous job. How did you resolve it?

Why did you leave your last job?

Do you have any questions for us?

Process

2. Tell students that today's role play is going to help them put together everything they have learned about interviews. They are going to take turns role playing an entire interview with all the questions on the board, including appropriate greetings, handshakes, and leave-taking.

3. Before they get started, ask students to once again list the "4 Rules" of answering interview questions. Write them on a piece of flipchart paper or refer them to the list that you already have posted:

- a. Always be positive (about self and others)
- b. Speak clearly and simply (and not too fast!)
- c. Be informative but brief
- d. Give examples

4. Pair students up. Ask them to decide who will play the interviewee the first time they do the role play. They should also decide what customer service position they will interview for, and with which company. All this must be clearly decided before the role play begins.

5. All interviewees should step outside the classroom door. All interviewers should turn to their **Portfolio Workbook P:13** and review the 7 interview questions they should ask their partner when they come back in. Remind interviewers that they should stand to greet their interviewee, shake their hand, and ask them to sit down. At all times, they should play the role of the interviewer (i.e., they should not break character, but instead try to stay as serious as possible in order to give their partner realistic practice.)
6. Tell the interviewees in the hallway that they should walk in to the classroom, find their interviewer, and greet him or her appropriately. They should shake hands firmly and wait until they are invited to sit. They are going to answer 7 interview questions and must take the role play seriously, as if it really is an interview, in order to get realistic practice. Their interviewer will not stop pretending they are really an interviewer.
7. Allow interviewees to go in the classroom and begin the role plays. Circulate to listen, but try not to interrupt an interview role play in session unless the role play seems to be breaking down. Take notes on problems or other issues that arise.
8. After each role play is finished, encourage the interviewers to give feedback to their partners about what they felt they did well, and what parts they think could be improved. Give individual feedback where possible. Help the pair switch roles and begin again.

Reportback & Feedback

9. After all students have played the interviewee at least once, bring the class back together. Ask students to tell you how they felt it went, and what they still feel they need to improve. Bring up the problems and issues you noted while you were listening.

Wrap Up

10. Tell students they will have at least one more opportunity in class to practice the entire interview. They should try to practice at home in order to improve for the next role play.

Wrap Up

5 minutes

Pass around a sheet of paper. Ask students to carefully print their full names exactly as they would like them to appear on their diplomas. When you get the sheet back, take a moment to make sure you can read each name.

Tell students that, in the next class session, they will be taking their CASAS post tests in reading and listening. There is no need to prepare for these tests, except to make sure they get a good night's rest and a meal before class, so that they have the energy to do well.

Unit 7: Ready To Work

Day 3

Objectives:

Customer Service Skills	Job Readiness Skills	Grammar and Pronunciation Skills
TAKE CASAS POST-TESTS	<ul style="list-style-type: none">• Write plans for the future.	TAKE CASAS POST-TESTS

Materials/Preparation:

- CASAS post tests and answer sheets, both listening and reading.

Notes to Instructor:

Most of today should be used to administer the CASAS listening and reading post tests. Be sure you have prepared the copies of answer sheets and laid out the audio CD needed for the listening test.

Each test will take about an hour and a break will be needed between them. There is one other activity scheduled for today which can take place before, after, or even between the two tests.

Writing Activity: Future Plans

30 minutes

Set Up

1. Remind students that they wrote about their own goals for the future at the beginning of the class. Ask them to turn to **SB 1:3** and read what they wrote there eight weeks ago.

Process

2. Explain to students that since the course is ending, it is time to think again about their future plans, especially as they relate to their search for employment and/or their goals for furthering their education.

3. Ask students to open to **SB 7:5, Future Plans**. Call on a volunteer to read the instructions out loud for the class. Tell students that they should write about *at least three* of their future plans on this worksheet. They will have about 20 minutes in class today, and if they need more time they can do it as homework. In the next class session, before the graduation ceremony and party, they will give a short presentation to the class on their future plans. They do not have to present on very personal topics – just a brief explanation of how they plan to find a job, what kind of job they are looking for (or if they have a job, what their plans are for that job, moving up the ladder, etc.), and any other plans that they wish to share.

At home before the next class session, they should practice the presentation out loud. They should practice making eye contact occasionally with the audience and speaking clearly so that others can understand.

Wrap Up

5 minutes

Remind students about what they have promised to bring for the graduation ceremony and party that will take place in the next class session. Tell them that the party takes place in the second part of the class, and during the first part, we will have work to do and must start on time. In the past, students have sometimes arrived very late to class because they were finishing up their cooking. Ask students to please arrive a little early so they will have time to put their food in the refrigerator or in the kitchen. You may also remind them that they may want to bring their cameras.

You (the instructor) might also want to remember to bring a camera!

Unit 7: Ready To Work

Day 4

Objectives:

Customer Service Skills	Job Readiness Skills	Grammar and Pronunciation Skills
<ul style="list-style-type: none">• Review the customer service skills that have been learned in the course.	<ul style="list-style-type: none">• Describe plans for the future. <p style="text-align: center;">GRADUATION!</p>	<ul style="list-style-type: none">• Use the future tense.

Materials/Preparation:

- Party and graduation supplies, including paper plates, napkins, and plastic silverware.
- Diplomas for each student, signed by both the instructor and the SSLC director.

Notes to Instructor:

Today is the last day of the course! Even though students will be looking forward to the party, be sure to start class on time and accomplish the stated learning objectives for the day.

Have prepared students' diplomas and all the set up needed for the party (usually held around the table in the center of the computer lab – keep the food away from the computers!) Tell students to place their food in the kitchen and leave it there until the graduation/party starts in the second half of the class session.

Review: Customer Service Training

45 minutes

Set Up

1. Announce that today is the last day of the customer service training. Tell students that we will take some time today to review the topics we have studied in the seven units of the course curriculum.

Process

2. Ask students to get into groups of 3. Using one sheet of paper and one student designated to take notes, they should brainstorm all the topics they can remember having studied in the class.

3. Give students about 7-8 minutes to brainstorm. Circulate to assist and answer questions, trying to jog students' memories where necessary.

Reportback & Feedback

4. Bring the class back together. Take about 10 minutes to brainstorm the main topics on the board. Use the *Curriculum Overview Grid*, found at the beginning of this curriculum, to guide the brainstorm. Try to focus students on the skills they have practiced, and ask students to identify whether given skills are customer service skills, job skills, or language skills (or some combination of those).

5. Once the main topics are on the board, ask students the following questions. Encourage a group discussion of each.

What has been the most difficult part of this course for you?

Is there any topic in this course you would like to study and practice more?

What has been the best part of this course for you?

What is the most important thing you think you have learned in this course?

Transition

6. Use the class discussion of these four questions to transition into students' brief oral presentations, below.

Presentations: Future Plans

45 minutes

Set Up

1. Ask students to take out their *Future Plans* worksheets from **SB 7:5** that they did in the last class session and/or for homework.

2. Tell students you would like each student to present their plans to the class in turn. As discussed in the last class session, remind students that you would like them to present their plans as if they were giving a presentation to a group of co-workers. They should try to make eye contact periodically with their audience and should speak in a clear voice, loudly enough to be easily heard by everybody.

Process

3. Ask each student to give their presentation in turn. Lead the class in some applause after each one.

Feedback

4. As each student finishes his or her presentation, give some positive feedback. Try to ask a follow-up question or two about the student's plans, and encourage others to do the same.

Wrap Up

5. Finish by passing around a sheet on which everyone should write their email address (if they want to share it.) Tell students you will photocopy it and give everyone a copy, so that they can keep in touch with each other.

6. Remind students that you want them to keep in contact with the SSLC, especially with the SEE program coordinator, regarding their job search. We want to hear about it when students apply for jobs, get jobs, enroll for more education or take additional training. We would like to keep track of them, so ask to please keep in contact.

Graduation and Party

The rest of the class session can be devoted to the graduation and the party. In the past, we have had a brief graduation ceremony in which the teacher thanks and congratulates the students for their hard work, and reminds them to keep in touch with the SSLC about their job search. It would be great if the SSLC director and the other instructor or SEE coordinator can be present. The teacher announces the name of each graduate in turn and hands him the diploma, and everyone applauds for each graduate.

During or right before the meal, each student describes what he or she has brought and a little bit about its history and/or ingredients, especially if it is a dish from their native countries.

What If...

What if you saw a co-worker stealing something at work? Would you report him?	What if you found a wallet with one thousand dollars in it?
If you saw a ghost, what would you do?	What if you were invited to a friend's house for dinner and he served your least favorite food?
If you could go anywhere in the world for vacation, where would you go?	If you could work at any company in the United States, where would you work?
If you could live anywhere in the world, where would you live?	If you were president, what would you do?
If you had only one month to live, what would you do?	If you could change one thing about the United States, what would you change?

Problems at the Supermarket Cards

The fruit and vegetables are not fresh.

Nobody will help customers carry their groceries to their cars.

Sometimes the sales associates are rude to customers.

Customers slip and fall because the floors are wet from spills.

It is very difficult to get to the store using public transportation.

There are very long lines at the checkouts.

Student Books

Unit 1:

Talking With Your Customer

What are your goals?

Note to Instructor: If you have permission, use Stand Out 4, pp. 4-5 for this activity.

My Goals and Dreams

Part A. Instructions: Write your own personal and employment goals.

Example: I will become an architect and become a partner in a firm.
I will buy a house for my family.

Goal 1: _____

Goal 2: _____

Goal 3: _____

Goal 4: _____

Goal 5: _____

Part B. Instructions: Now, write about some of your dreams.

Example: I would like to design and build my own home.
I would like to have three children someday.

Dream 1: _____

Dream 2: _____

Dream 3: _____

Dream 4: _____

Find Someone Who....

Part A. Instructions: Walk around the room and ask questions of your classmates to find out if they meet the descriptions below. When you find someone who answers, “Yes, I would” to your question, write that person’s name in the blank.

Example: Find someone who...
would like an evening work shift.

Q: “Would you like an evening work shift?”

A: “Yes, I would.” or “No, I wouldn’t.”

Find someone who...

1. would like to buy a house _____
2. would like to move to another country _____
3. would like to be a sales associate at Macy’s _____
4. would like to work an early morning shift _____
5. would like to work as a bank teller _____
6. would like to speak more clearly _____
7. would like to get a college degree _____
8. would like to write a book _____
9. would like to leave class early today _____
10. would like to manage a Starbucks _____

Part B. Instructions: Choose one thing from the list above that you **would like** to do, and one thing that you **wouldn’t like** to do. Write your statements and reasons on the lines below.

Example: I would like to manage a Starbucks because I love coffee!
I wouldn’t like to buy a house because it is too expensive here.

Greeting the Customer 1

Instructions: Listen to the tape. You will hear a sales associate greeting the customer. Is the greeting appropriate or inappropriate? If it is inappropriate, write why you think so.

	Appropriate or Inappropriate?	Why?
1		
2		
3		
4		
5		
6		

Greeting the Customer 2

1. Hi. What do *you* _____?
2. Good _____ ma'am. How can I help you _____?
3. Hi – Can I help you _____?
4. _____, sir. _____ I help you?
5. Good morning. Can I help you? We have some very nice shirts on sale today. I think this red color would really suit you. I'm guessing you take a medium? And some pants to match? Wait. Wait. Don't go away!
6. Hi, _____?

Syllables and Stress: Assessment

Instructions: Fill in the blanks according to your teacher's instructions.

	Word	Number of Syllables
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

Speaking Clearly

Instructions: Take turns reading the sentences below with your partner. Try to clearly pronounce the ends of the words. Also, pay attention to the syllables and stress in the sentences, pronouncing the *schwa* sound when necessary.

She wants to buy a yellow dress.

He is looking for some sports socks.

She wants to buy a gift for her mother.

Miss Parker would like a large coffee.

We are sold out of size 11.

I want to buy a flat screen T.V.

Greeting the Customer Role Play Peer Evaluation

Instructions: Read the following lists of appropriate behavior for the Sales Associate in the Greeting the Customer role play. Then, watch your classmates perform the role play. Use the lists to guide your comments and suggestions. You **do not need to write** your comments.

Sales Associate	
<p><i>It is appropriate to:</i></p> <ul style="list-style-type: none"> Smile Be polite and friendly Be professional Speak clearly Greet the customer promptly Make eye contact Acknowledge everybody in the shopping party Other? _____ 	<p><i>It is inappropriate to:</i></p> <ul style="list-style-type: none"> Stand too close to the customer Touch the customer Speak unclearly, too fast, or too quietly Be pushy Chew gum, eat, or drink Say things that are too personal, casual, or rude Other? _____
<p>What did the sales associate do well?</p> <p>What could the sales associate improve?</p> <p>What did the customer do well?</p> <p>What could the customer improve?</p>	

Determine a Customer's Needs

Part A - Instructions: *Read the article below. Do not use a dictionary the first time you read it. Try to use the context to discover the meanings of new words.*

When a person walks into a store, she enters with a desire – conscious or subconscious – to purchase what that store is selling. Shoppers want to buy. Your job as a sales associate is to ensure that customers' needs are satisfied – to help them complete the buying process. Once you've established a friendly connection with a customer, your next challenge is to determine exactly what the customer needs – both goods and services. Many customers know exactly what they want. Others may have only a general idea. Some have nothing specific in mind, only the hope of finding something that will satisfy their desire to buy. The ultimate goal for you is the same for all these cases: to satisfy the customer.

Even if you are assisting a shopper who has already found exactly what he was looking for, you can make a positive impression by taking care of unspoken needs. For example, you can ring up the sale promptly. You may also be able to provide product care advice, a product booklet, directions to the next department the customer is looking for, etc. But mostly, these customers will appreciate immediate attention and efficient service.

You can become skillful at anticipating customer needs by gathering information about the customer in two ways: first, through careful observation; and second, by asking thoughtful questions.

Knowing the questions to ask...

Customers may tell you what they want, but they will not always tell you why. If you ask the right questions, you can find out their buying motive, and thus improve your chances of satisfying customers and making sales. Ask searching questions to determine what the customer likes and needs. Then use your imagination. The customer searching for a baby gift may not know what types of gifts are appropriate. You can ask questions about the baby – age, whether it's a boy or girl – and then make helpful suggestions about clothing, nursery furnishings, books, or toys.

The customer looking for a DVD player may be attracted by such features as ease of use or low price. Help the customer decide by helping him narrow his focus. Most importantly, ask question that encourage conversation. Questions beginning with who, what, where, when, how, and why will open doors. Yes/no questions might close them.

Questions that open doors...

Who are you shopping for?
Who told you about our store?
What brings you into the store today?
What is the special occasion?
Where have you seen one before?

Where will it be used?
When is the special occasion?
When did you decide you wanted one?
How did you hear about us?
Why do you like that specific brand?

Name _____

Determine a Customer's Needs

Part B - Instructions: Using ***your own words***, answer these questions about the article on the previous page.

1. According to the article (first paragraph), what is the sales associate's most important goal?

2. In the second paragraph, underline the words *positive impression*. What do you think it means to make a positive impression?

3. How can you make a positive impression on the customer? What are examples?

4. In the third paragraph, underline the word *anticipating*. What do you think it means to anticipate a customer's needs?

5. According to the article, what are two ways to get information about customer needs?

6. In the fourth paragraph, underline the words *buying motive*. What is another way to say *buying motive* in English? What does it mean?

7. What are the best kinds of questions to use to determine a customer's needs? Why are these questions so useful?

Writing Practice: On the back of this paper, write a one-paragraph summary of the article that you read.

What are his interests?

Part A. Instructions: Listen to the tape. Answer the questions. You do not need to write complete sentences.

1. The customer is buying a gift. Who is it for?

2. What is the special occasion?

3. How old is he?

4. What are his interests?

Part B. Instructions: Listen to the tape again. The sales associate asks four questions before she suggests a product to the customer. Write the questions that you hear.

1. Good morning, _____?

2. Oh, okay. Are you _____?

3. I see. _____?

4. And what are his _____?

Find Someone Who...

Instructions: Walk around the room and ask questions of your classmates to find out if they meet the descriptions below. When you find someone who answers “Yes” to your question, write that person’s name in the blank. Be careful to form your questions correctly!

Example: Find someone who...
...prefers to work during the evening.

Question: *Do you prefer to work during the evening?*

Find someone who...

1. grocery-shops on Sunday night. _____
2. has lived in the U.S. for fewer than two years. _____
3. buys wholesale items sometimes. _____
4. has worked as a sales associate before. _____
5. has had his/her own business in the past. _____
6. works part-time now. _____
7. eats breakfast every day. _____
8. wants to work in a bank. _____
9. knows how to type. _____
10. has already written a resume. _____
11. uses e-mail at least once a week. _____

Be Observant

Instructions: Read the article below. Do not use a dictionary the first time you read it. Try to use the context to discover the meanings of new words.

Getting to know a customer begins with your first encounter. How customers respond to your greeting may tell you if they are in a hurry, have a specific need, or have other priorities. You can learn a lot about a customer by being observant. That is, by simply watching for a moment. If he walks directly to a certain item without looking at other things along the way, this customer probably knows exactly what he wants and would appreciate quick, efficient service. If, on the other hand, a customer seems to be browsing happily, your best approach will be to greet him, offer to serve him as soon as he is ready, and give him some space to browse.

Other clues include:

- **Constantly checks price tags.** You might want to make sure this customer is aware of any specials your store is having by mentioning, “All frames are 25 percent off this week.”
- **Scanning the area, looking above the merchandise rather than directly at it.** You should check if the person needs directions by saying, “You seem to be looking for something – or someone – can I help you with directions?”
- **Looking around for the store clock.** You might say “If you are in a hurry, I’d be happy to help you find something.”
- **Difficulty deciding between similar items.** You can ask questions that will help you understand why the customer can’t decide; then offer additional information that would be helpful such as “We have matching accessories for that line of towels but not the other.”
- **Focusing on specific items.** Engage the customer in conversation that will help you learn more about his interest in that item. You can ask open-ended questions to get more information.

You Be the Detective

Instructions: Before you simply ask, “Can I help you?” observe customers’ actions for clues to their needs and desires. Read the following clues and then pick a response from the box below that might help you get more than, “No, I’m just looking,” from the customer. Write the letter for the response next to the customer clue.

Customer Clue

1. The customer is picking up every object in a display. He is comparing the items to each other. _____
2. A man is browsing and picking up items that are probably for a woman. _____
3. The customer walks to one display, looks at it briefly, and then begins to leave the store. _____
4. The customer keeps picking up and then putting down the same item. She seems unable to make a decision. _____
5. The customer walks in with a shopping bag from your store, walks to a display and begins looking for something. _____
6. The customer gets a shopping cart, pulls out a shopping list and begins going up and down each aisle slowly. _____

Sales Associate Responses

- A. “I’m sorry you didn’t find what you were looking for...perhaps I can help?”
- B. “We just got those in – aren’t they lovely?”
- C. “Can I help you with a return or exchange?”
- D. “Looks like you are considering a gift – is there a special occasion?”
- E. “Let me know if you need help finding anything.”
- F. “You seem undecided...have you used that product before?”

What do you prefer?

1.

Customer:	I don't like this dress. It makes me look to old.
Sales Associate:	What _____ of dress do you prefer?

2.

Customer:	This coat doesn't suit me. I hate green.
Sales Associate:	What _____ are you looking for?

3.

Customer:	These T-shirts are no good for my sons – they will get stained very easily!
Sales Associate:	What _____ do you like?

4.

Customer:	I don't think this washing machine is big enough for my family.
Sales Associate:	What _____ washing machine are you looking for?

5.

Customer:	I need to order some ice cream for my party, but I don't like chocolate.
Sales Associate:	What _____ do you prefer?

style	material	size
	color	flavor

Open-Ended Questions Grid

What kind of ____X____ What style of ____X____	do you like? do you prefer? are you looking for? appeals to you?
What color ____X____ What size ____X____	
What fabric What material	

Opening Doors with Open-Ended Questions

Instructions: Compare the examples of dead-end and open-ended questions. Then, turn the last few examples of dead-end questions into open-ended questions.

DEAD-END	OPEN-ENDED
Can I help you?	How can I help you?
Do you like red or green?	What color do you prefer?
Is that the brand you want?	Why do you prefer that brand?
Is this for you, or is it a gift?	For whom are you shopping?
Did you want a full skirt?	Which style skirt do you like?
Do you want a remote control?	What features are important to you?
Is it for a special occasion?	What's the special occasion?
Looking for anything special?	What are you looking for?
Did you see our coupon specials?	
Do you like 100 percent cotton?	
Have you read this author before?	
Is this all for you today?	

Practice with Open-Ended Questions

Instructions: You are the sales associate. Write the open-ended question you might ask the customer in each scenario, below. Remember to begin the question with *who*, *what*, *when*, *where*, *why*, *which*, or *how*.

1. You see a woman looking at a display of toys and games, trying to decide which toy to buy. You are thinking that she probably has a particular child in mind.

2. You work in a bakery and see that a customer is considering which cake to buy. You would like to know more about what he has planned so that you can recommend the best cake for that occasion.

3. You work in an electronics store and a customer is looking for a particular device for her computer, but she is not sure what it is called.

4. You work in a restaurant, taking carry-out and catering orders by phone. You are speaking to a customer on the phone who is having trouble deciding how many sandwiches he should order for his office party. It would help if you knew the number of people who will be at the party.

5. You work in a clothing store. A teenagers comes into shop for a pair of blue jeans. You have many different brands of blue jeans, but you don't have the particular brand that he wants.

Observing the Customer: Role Plays

1. You work in a department store. A customer comes in and you observe her looking around. She doesn't seem to be able to find what she is looking for. Help her with her shopping.

(The customer is looking for glasses for the kitchen.)

2. You work in a women's clothing store. A woman comes in fast and begins to look around quickly. Help her to find what she wants.

(The customer is looking for a hat.)

3. You work in a grocery store. A customer comes in and looks like he needs help.

(He wants to buy some vegetables for a salad.)

Observing the Customer Role Play Peer Evaluation

Instructions: Read the following lists of appropriate behavior for the Sales Associate in the Observing the Customer role play. Then, watch your classmates perform the role play. Use the lists to guide your comments and suggestions. You **do not need to write** your comments.

Sales Associate	
<p><i>It is appropriate to:</i></p> <ul style="list-style-type: none"> Smile Be polite and friendly Be professional Speak clearly Greet the customer promptly Make eye contact Observe the customer's behavior in order to choose the most appropriate questions. Use open-ended questions to find out more information. <hr style="width: 50%; margin-left: 0;"/>	<p><i>It is inappropriate to:</i></p> <ul style="list-style-type: none"> Stand too close to the customer Touch the customer Speak unclearly, too fast, or too quietly Be pushy Chew gum, eat, or drink Say things that are too personal, casual, or rude Use too many dead-end questions. <hr style="width: 50%; margin-left: 0;"/>
<p>What did the sales associate do well?</p> <p>What could the sales associate improve?</p> <p>What did the customer do well?</p> <p>What could the customer improve?</p>	

Mystery Shopper 1

Instructions: Go to any retail store. Observe the sales associate interacting with a customer OR pretend that you are a customer in the store, and talk to the sales associate. Pay attention to how the sales associate greets the customer and what questions he or she asks. Also, pay attention to the overall “customer service attitude” of the sales associate. Afterwards, write about your experience below.

Name: _____

Store: _____

Date: _____

How did the sales associate greet the customer?

Describe the sales associate’s “customer service attitude”.

What questions did the sales associate ask?

What did the sales associate do well? What could he or she improve?

What would you do differently when you are a sales associate?

Unit 2:

Meeting the Customer's Needs

Personal Goals & Ideal Jobs

Name: _____

Date: _____

Instructions: Write your answers to the questions below. Your instructor will tell you how much time you have to write. Check your writing for grammar, punctuation, and spelling.

1. Where do you see yourself in five years?

2. What steps can you take now to help yourself achieve your 5-year goal(s)?

3. What are your ideal jobs, and why?

Fit the Products to the Customer

Instructions: Read the article below. Do not use a dictionary. Instead, try to figure out the meanings of new words by reading the other words around it.

Finding the right fit is essential to customer satisfaction. A person shopping for new appliances for an apartment may need a stackable washer and dryer rather than a large, side-by-side set. A parent looking for jeans for a child may prefer a slightly oversized fit to allow room for growth. Your job is to ask questions to help define the right “fit” and then provide options that will meet those needs.

Sometimes fit can be a sensitive issue. If you are selling clothing or shoes, you eventually have to ask, “What size?” This is a very personal matter. Never react in a judging way and never contradict the customer. If the customer is uncomfortable giving you a direct answer, think of alternative ways to help.

Take your cues from the customer...

Often, it’s best to let the customer volunteer size information. Ask her first if she would like you to bring her items to try on. If she answers “Yes”, ask what sizes she would like to try. You could even suggest that the sizes vary between brands and offer to bring several sizes. Give her information that will help her narrow her search. For example, let her know that a brand she has selected runs small, long, or wide, and offer to show her brands, styles, or sizes that might fit her needs.

If a very large man is looking at a chair that may be too small to support him, would you rush and grab it to stop him from sitting in it? Of course not. But you could ask questions that would help you better understand his needs: Is he looking for himself or for someone else? Will the chair be used daily or only occasionally? What is the decorating style of the home? What you learn will help you suggest some models that suit his specific needs, including durability if the chair is for him.

Service extras...

Fitting a customer with merchandise just right for his needs may take more than just getting the customer to consider a different size. Some customers may need special-order merchandise, customizing, alterations, or accessories. A smaller than average person may need the sleeves shortened on a new jacket. A new truck owner may need rubber floor mats instead of carpet. A customer who buys a cell phone may need to buy a special plan that allows him to travel overseas. If you take time to understand your customers, you can make suggestions. However, don’t assume you know what they want – ask questions. The new truck owner may be using his truck to drive to his office, not to a construction site! Mention any additional services you can provide to help meet your customer’s needs. Then let the customer tell you what he needs. Here is when it really pay off to be a good listener.

Fit the Products to the Customer: A Second Look

Instructions: After reading the article, answer the following questions with a partner.

1. Some important words in the article are underlined. Without using a dictionary, take a guess at their meaning. Try to think of other ways to say each of the words in English and write them below:

contradict _____ customizing _____

alternative _____ alterations _____

cue _____ accessories _____

durability _____ pay off _____

2. Fit and size are topics that can make people feel uncomfortable. Based on the reading, write three suggestions for sales associates when talking about size with a customer. One example is done for you:

Example: Never contradict the customer about his size.

a. _____

b. _____

c. _____

3. What are three extra services you may be able to offer to your customer, in order to provide a good fit?

a. _____

b. _____

c. _____

4. Re-read the last three sentences of the article. What should you do after you ask questions and mention additional services to your customer?

Fitting Clothing

Instructions: Choose an expression from the box to match each of the situations below.

Excuse me, sir. Can I help you find a size?

Are you looking for yourself, or for a gift?

I'm not sure. Let me check for you.

Let me show you to the Misses department.

1. A very tall woman is looking at a blouse in the petite section. What could you ask?

2. A short and slender man is browsing in the menswear department. You think that he should look in the Young Men's department because the men's pants will be too big. What could you ask?

3. A young woman is shopping in the Career Professionals section. She wants to find a T-shirt to wear to a party on the weekend. What can you say?

4. A large man asks you if you have any pants in a size 32 waist. What should you say?

Sizing Up Your Customer

Instructions: Work with a partner or two. What questions could you ask the customer in these situations? Then, one person in your group should write the answers.

1. A customer is searching for panty hose and you want to help her select the right size. Since panty hose is sized according to height and weight, it would be insensitive to simply ask “How much do you weigh?”

Instead, you might say:

2. A customer is looking for Italian sausage in your specialty foods store. She does not yet have any other items in her grocery basket, so you can't guess what she is planning to prepare. You don't know if she is shopping for her family's dinner, or for a dinner party with a lot of guests.

You might say:

3. An elderly woman is looking for comfortable shoes. She needs a good fit, but you also want to be sure that she chooses shoes that she can put on easily and ones that provide good balance.

You might say:

Burger King Menu



Main Menu

- Whopper
- Whopper with Cheese
- Whopper Jr.
- Hamburger
- Cheeseburger
- Double Cheeseburger

Side Dishes

- Medium French Fries
- Large French Fries
- King French Fries

Beverages

- Small Soda
- Medium Soda
- Large Soda
- King Soda
- Milk
- Juice

Desserts

- Apple Pie
- Cherry Pie
- Hot Fudge Sundae

Combo Meals

Combo #1:

Double Whopper
Large French Fries
Apple Pie
Large soda

Combo #2:

Whopper with Cheese
King French Fries
Apple Pie
Medium Soda

Combo #3:

Double Cheeseburger
Medium French Fries
Apple Pie
King Soda

Speak, Listen, and Learn

Note to Instructor: If you have permission, use All Star 4, pp. 136-137, for this activity.

Describe the Merchandise

Which words can you use to describe which products?
 Match the list on the right to the products on the left.

 <p>Crackers</p>		<p>whole-wheat</p> <p>size 10</p> <p>wool</p>
 <p>Dress Shoes</p>		<p>turtleneck</p> <p>low salt</p> <p>lace-up</p>
 <p>Sweater</p>		<p>silk</p> <p>16 oz package</p> <p>leather</p>
 <p>Evening Dresses</p>		<p>dry clean only</p> <p>hand wash</p> <p>fancy</p>

Know Your Features and Benefits

Instructions: Look at the item your instructor gave you. Work with your group to fill out the chart with the features of that product. Then, discuss the possible benefits of those features. Choose someone in your group to describe the item for the class!

Product _____

Feature category	Feature examples
Function	
Size	
Material	
Brand	
Price	
Style/Model	

Benefits:

--

The ClearTone 500

Instructions: Read the advertisement below. Then, work with a partner to answer the questions that follow.

The ClearTone 500 will improve your or your loved one's life! This 5.8 gigahertz cordless is lightweight, portable, and – at \$49.99 – surprisingly affordable. Features include customizable ring tones, flashing ring indicators, and background noise reducers, specially designed for those with hearing difficulties. It's available in black, white, and silver, colors that make it an attractive addition to any room in your home. And this offer comes with our exclusive money-back guarantee. Order yours while they last!

1. What product is the ClearTone 500? _____
2. What are some the features of the ClearTone 500? _____

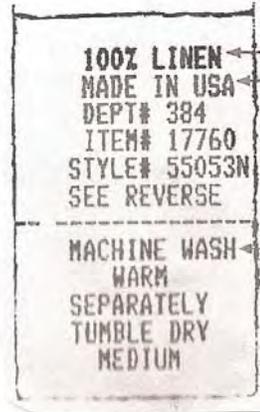
3. What are some of the benefits of the product? _____

4. Do you think this ad is persuasive? Why or why not? Give examples from the ad to support your opinion.

Writing Practice:

Write an ad for a product you have in your home. Describe the features and benefits of the product – try to make your ad as persuasive as possible. Just like the ad above, do not say what the product is (for example, a telephone, a toaster, etc.) Just describe the product well and let your classmates guess the product when they hear the ad.

READING LABELS



1. What is the fiber content of product?
2. What is the country of origin?
3. How should you care for this product?
4. Can you put this in the dryer?

Nutrition Facts
Serving Size about 3 Tbsp (unpopped) (38g)
Servings Per Bag about 2

Amount Per Serving	As packaged	Per cup popped
Calories	130	25
Calories from Fat	40	5
	% Daily Value*	
Total Fat 4.5g	7%	1%
Saturated Fat 1g	4%	0%
Cholesterol 0mg	0%	0%
Sodium 390mg	16%	1%
Total Carbohydrate 24g	8%	1%
Dietary Fiber 5g	19%	3%
Protein 4g		

*Percent Daily Values are based on a diet of other people's secrets.

†Dietary Fiber 5g

†Total Carbohydrate 24g

†Sodium 390mg

†Cholesterol 0mg

†Saturated Fat 1g

†Total Fat 4.5g

†Calories 130

†Servings Per Bag about 2

†Serving Size about 3 Tbsp (unpopped) (38g)

†Nutrition Facts

INGREDIENTS: Popcorn, Partially Hydrogenated Soybean Oil, Salt, Butter, Natural and Artificial Flavors, Annatto Color.

Light Butter microwave popcorn 130 calories, 4.5 grams fat; Regular Butter microwave popcorn 170 calories, 11 grams fat per serving.

*Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs:

	Calories	2,000	2,500
Total Fat	Less than	65g	80g
Sat Fat	Less than	20g	25g
Cholesterol	Less than	300 mg	300 mg
Sodium	Less than	2,400mg	2,400mg
Total Carbohydrate		300g	375g
Dietary Fiber		25g	30g

5. What is the highest-percentage ingredient in this product?
6. How many calories are in each serving of this product?
7. Is there vitamin C in this product?
8. How much fat is in this entire package of food?

From CRISP Retailing Smarts Series, Workbook 5: Explaining Features and Benefits, pp. 14-17.

Asking About Products

What product does your partner have? _____

Write three questions you can ask your partner about this product:

1. _____

2. _____

3. _____

Report what you learned to the class. Write new vocabulary here:

Role Play Peer Evaluation

Instructions: Read the following lists of appropriate behavior for the Sales Associate in the Features and Benefits role play. Then, watch your classmates perform the role play. Use the lists to guide your comments and suggestions. You **do not need to write** your comments.

Sales Associate	
<p><i>It is appropriate to:</i></p> <ul style="list-style-type: none"> Smile. Be polite and friendly. Be professional. Speak clearly. Greet the customer promptly. Make eye contact. Talk about the features and benefits of the product. Use open-ended questions to get a good fit. Be sensitive to matters of size and fit. 	<p><i>It is inappropriate to:</i></p> <ul style="list-style-type: none"> Stand too close to the customer. Touch the customer. Speak unclearly, too fast, or too quietly. Be pushy. Chew gum, eat, or drink. Say things that are too personal, casual, or rude. Forget to mention important features or benefits. Use too many dead-end questions. Contradict the customer about size.
<p>What did the sales associate do well?</p> <p>What could the sales associate improve?</p> <p>What did the customer do well?</p> <p>What could the customer improve?</p>	

Buying Breakfast

Susan and James are newlyweds. They needed to go grocery shopping together for the first time. They needed to compare the products that were available.

Both Susan and James like to eat cereal for breakfast, so they needed to buy some milk. They stood in front of the refrigerator case and looked at the milk.

"Wow, there are a lot of choices" said Susan. "Which one do you prefer?"

"I prefer to buy a bigger carton. I think it's a better value" said James.

"Well, this one is bigger than that one."

James looked at the large cartons. "But there are three kinds of milk in this size. What kind of milk do you prefer, Susan?"

"Hmm. This one is low fat, but that one has extra vitamins. The other one is lactose free. Which one do you think is healthiest?"

James looked at Susan. "I'm not sure. Which do you prefer?"

"I think we should go with the one with extra vitamins. It's the healthiest." said Susan.

Next, they moved to the cereal aisle. It seemed like there were hundreds of brands of cereal!

"What type of cereal do you prefer, James?" asked Susan.

"Well, I usually like to buy healthy cereal".

Susan picked a box from the shelf and looked at it. "I'm not sure if this is healthy or not." She looked confused.

A sales associate noticed Susan and James. "Hi, can I help you?" she asked.

"We are looking for some cereal," James said.

"What kind of cereal do you like?" asked the sales associate.

"Some sort of healthy cereal," James told her.

"But we don't want to pay too much." added Susan.

The sales associate pulled a box from the shelf. "This one has a lot of fiber, but that one has less sugar".

"Hmm. Do you think the first one is more nutritious than the other one?" Susan asked.

"Well, they are both nutritious, but in different ways," said the sales associate. "And neither one is expensive."

"Which one do you prefer?" said Susan.

"No, which one do **you** prefer?" said James.

Making a Suggestion

Sales Associate: Good afternoon! Welcome to _____. Are you looking for something special today?

Customer: Well, I'm mainly _____. Thanks.

Sales Associate: Ok. _____ if you need any help.

Customer: Actually, I am having _____ deciding what to buy my daughter for her _____.

Sales Associate: Oh, _____! _____ is the shower?

Customer: Thank you. It's in two weeks.

Sales Associate: I see. _____?

Customer: I'm trying to decide between that MP3 player and the Sony digital camera. She needs both of those things for her honeymoon.

Sales Associate: Where is she going?

Customer: Mexico.

Sales Associate: _____! Well, both of those _____ are _____ . They're _____ and both will help her enjoy her honeymoon. However, _____ the digital camera. It is _____ the MP3 player, but Sony is a more _____. This _____ takes high quality photos and even records movies. Also, the camera is something that your daughter and her new husband can enjoy _____.

Customer: Hmmm. _____ . Maybe I will get the camera. Thanks.

Sales Associate: _____ .

Mystery Shopper 2

Instructions: Go to any retail store. Observe the sales associate. Allow the sales associate to greet you and ask about an item that you are interested in. You do not have to buy anything!

This time, pay attention to how the sales associate is *dressed*. Also, pay attention to how the overall customer service experience made you *feel*. Afterwards, write about your experience below.

Name: _____

Store: _____

Date: _____

1. What was the sales associate wearing? Did he or she appear professional? Why or why not?

2. What did you ask the sales associate? What questions did the sales associate ask?

3. Describe how the overall customer service experience made you feel. Was it, overall, a positive or negative experience? Why?

4. What did the sales associate do well? What could he or she improve?

5. What would you do differently when you are a sales associate?

Unit 3:

Working at a Store

Maytag Washer

Instructions: Listen to the tape. Then, answer the questions.

The customers are shopping for a washer. They can choose between two brands: **Maytag** and **General Electric**.

1. Which brand is top loading? _____
What brand is front loading? _____
2. How big is the Maytag washer? _____
3. How many wash cycles does it have? _____
4. How long is the regular warranty? _____
5. How long is the extended warranty? _____
6. How much does the extended warranty cost? _____
7. What is the regular price of the Maytag washer? _____
8. How much is the discount? _____% for purchase over \$_____.

Bonus question:

How much will the customers pay for the washer? _____

Malls

Note to Instructor: This reading has been removed from this version because it contains copyrighted material which not all programs have permission to use. You may wish to insert your own reading about shopping malls here.

Note to Instructor: This reading has been removed from this version because it contains copyrighted material which not all programs have permission to use. You may wish to insert your own reading about shopping malls here.

In the Mall - A Scavenger Hunt

1. Where can you buy professional clothing for men?

2. Where can you get your eyes tested?

3. Where can you get a back massage?

4. Where can you buy a computer game?

5. Where can you ask for information about the mall?

6. On which floor is the store *Payless*? What type of store is it?

7. Where can you get photographs developed?

8. On which floor is the luggage department in *Target*?

9. Name three departments on level 1 in Macy's.

10. Name two departments on level 2 in J.C. Penney's.

11. Go into a store and ask if they are hiring. Bring an application back to class.

more attractive. The most important part of your store is the 20-foot semicircle just inside the front door, since all of your customers will walk through it. Therefore, the entrance should always be open and inviting.

Sound

Loud noises can be very distracting for a shopper. A distracted shopper is less likely to spend time in a store. Noisy machines like vacuum cleaners should not be used during store hours. Even a sales associate's conversation with another associate can be a distraction unless it relates to merchandise and store business. Personal topics should be limited in order to give customer's the best atmosphere for shopping. However, complete silence in the store is uncomfortable as well. Soft background music is welcoming. J' Amy Owens, president of The Retail Group in Seattle, says, "In a dead quiet store, you feel like you have to whisper...when retailers use music, it can lift sales by as much as 20%."

Scent

The goal is to keep your customer in your store as long as possible. Scent can keep people there or chase them away. People are very sensitive to scent, often unconsciously. Sales associates can help keep things smelling fresh by cleaning displays and quickly clearing away smelly items such as food and cigarette butts in receptacles outside of entryways. Sales associates should beware of wearing excess perfume or aftershave, as this too can be a distraction for shoppers.

D. Work with a partner. Rank the following sights, sounds, and smells in order of the positive influence they will have on customers, with #1 having the greatest positive influence.

Sight

- _____ a. Displays in your store windows.
- _____ b. The entrance to your store.
- _____ c. Your personal appearance.
- _____ d. A merchandise display by the door

Smell

- _____ a. Outdoor or mall smell.
- _____ b. Your personal smell.
- _____ c. The scent just inside the store.
- _____ d. Odor coming from backroom.

Sound

- _____ a. Music playing.
- _____ b. Your personal greeting.
- _____ c. Salespeople talking together.
- _____ d. Vacuum cleaner going.

Article and questions adapted from Crisp Workbook 12: Keeping Up Appearances, pp. 14-25

Refer the customer to the competition?

Instructions: Read the options for each case, below. Listen to the cases on the tape. Then, choose the best solution for the case.

Case 1: The software solution

What should the sales associate do?

- a. Tell the customer that she will call him as soon as the new supply shipment arrives and put one on hold for him. Who knows – it might even come in later today!
- b. Ask the customer what he read in the article that made this program ideal for him. Find out more about what he is looking for and see if you have another program in stock that would fit his needs. If not, call the competition.
- c. Call the competition – this man is in a panic and must have that program right now!

Case 2: The burner issue

What should the sales associate do?

- a. Tell the customer that a competitor's store may have it in stock, but that he can special order it for her if she is not in a hurry.
- b. Refer the customer directly to the competition. The sales associate's store does not stock that part.
- c. Tell the customer that he would be happy to special order the part for her. It will arrive in about a week. Then ask if that is soon enough. If she says yes, proceed with the special order.

Offering Alternatives Role Play Peer Evaluation

Instructions: Read the following lists of appropriate behavior for the Sales Associate in the Observing the Customer role play. Then, watch your classmates perform the role play. Use the lists to guide your comments and suggestions. You **do not need to write** your comments.

Sales Associate	
<p><i>It is appropriate to:</i></p> <ul style="list-style-type: none"> Smile Be polite and friendly Be professional Speak clearly Greet the customer promptly Make eye contact Use polite, appropriate language to offer an alternative. Use open-ended questions to find out more information. <hr style="width: 50%; margin-left: 0;"/>	<p><i>It is inappropriate to:</i></p> <ul style="list-style-type: none"> Stand too close to the customer Touch the customer Speak unclearly, too fast, or too quietly Be pushy Chew gum, eat, or drink Say things that are too personal, casual, or rude Use too many dead-end questions. <hr style="width: 50%; margin-left: 0;"/>
<p>What did the sales associate do well?</p> <p>What could the sales associate improve?</p> <p>What did the customer do well?</p> <p>What could the customer improve?</p>	

Safety First

Your customers expect and deserve a place to shop where they don't have to worry about injury. Keep on the lookout for hazards and use common sense when you see dangerous situations like the following.

Rolling clothes racks are a major safety hazard and cause many injuries every year. Customers who are looking at the merchandise can trip on the lower bar of the rack. Broken glass and spilled drinks are “accidents waiting to happen” and must be cleaned up promptly. Unprotected electric outlets are dangerous for children who might wander away from their parents and investigate. Electrical cords dangling from small appliances provide a dangerous handle for pulling the item off a shelf. Small, round objects, such as beads and batteries, and plastic-wrapped products, such as underwear, create an opportunity for people to slip and fall.

Most of these potential hazards can be eliminated with common sense and a commitment to keeping things tidy. Make it a point to check the sales floor regularly and pick up any spilled merchandise, broken objects, loose electrical cords, and even litter.

You should also watch for:

- spilled beverages or food
- sharp corners on display tables
- broken glass and other sharp objects
- overloaded shelves
- damaged product packaging

When safety hazards occur:

- Place barriers (such as yellow cautions signs or orange safety cones) to keep customers away from the site until the problem can be corrected.
- Stay by the site (or ask another associate to do so) until it can be made safe.
- Take care to protect your customers by ensuring they don't enter the area and by letting them know the situation is being corrected.
- Make minor repairs or correct the situation if you are qualified to do so.

Responding to Safety Hazards

1. What is the first thing you should do if someone spills soda or food onto the sales floor?

- a. Call for a janitor.
- b. Clean it up yourself.
- c. Make a barrier around the spill or stand near it to direct traffic away from it until it can be cleaned up.

2. What is the first thing you should do if you find broken glass on the sales floor?

- a. Call for a janitor.
- b. Find a broom and clean it up yourself.
- c. Make a barrier around the glass or stand near the glass to direct traffic away from it until it can be cleaned up.

3. What should you do if a shopper knocks a pyramid of canned food into the aisle?

- a. Call for a janitor.
- b. Pick up the cans yourself.
- c. Check on the shopper, then make a barrier around the cans until they can be cleaned up properly.

4. What should you do if you discover an electrical hazard?

- a. Nothing. The janitor is probably aware of the problem.
- b. Make temporary repairs as best you can.
- c. Secure the area and report the situation to management for response by an electrician or qualified janitor.

5. What should you do with empty rolling racks?

- a. Call for a custodian to remove them.
- b. Remove them yourself to a separate room not used by customers.
- c. Move them against a wall where they will be out of the way.

Help! There's Been an Accident!

Nobody really knows how he or she will react when an accident occurs, especially if it is life-threatening. That is why you should think ahead about how you might respond if such a situation occurs. There are three traits a sales associate should develop now in case an accident occurs later.

- **Be Aware.**
- **Be Professional.**
- **Be Prepared.**

Be Aware.

The first step is to become familiar with any safety policies and procedures at your workplace. Accidents happen suddenly, so you need to respond quickly. Be sure you know whom to call if CPR is necessary.

If you are the one who is injured, you should promptly report the work-related injury or sickness to your employer. If your store has a certain number of employees, you may have to file a workers' compensation claim. Some states have a time requirement on worker's compensation claims – they may have to be reported within 2 to 30 days after an injury.

Be Professional.

Whenever an injury occurs, keep the following points in mind:

- Don't panic. Remain calm and reassure the victim that help is coming.
- Keep an injured person lying down and quiet. **NEVER MOVE THE VICTIM!**
- Notify store security or management. Report the injury, what happened, and the current condition of the victim.
- Call 911 if the injury is serious or life-threatening.
- Always provide an accurate report of the incident.

Be Prepared.

It is important to anticipate accidents that may occur and prepare yourself for them.

- Ask your store to provide a small first-aid kit that can be kept handy, near the cash register. However, never give anyone any type of drug – even aspirin.
- Take the time to learn CPR – you could save someone's life!
- If your store does not have an emergency phone list posted, create one.

Adapted from CRISP workbook 10, pp. 32-35.

Responding to Injuries and Emergencies

Instructions: Read about the following situations and discuss how you should respond.

1. Customer: "I have a terrible pain in my chest. I think I might be having a heart attack. Please help me!"

2. Customer: "I just cut myself on a staple sticking out from a box of detergent. Do you have a bandage?"

3. Customer: "Excuse me. A lady in the next aisle just slipped on a spill of some kind, and I think she has hurt herself."

Unit 4:

Using the Telephone

Calling Ahead

1. What does the customer want to buy?
 2. What department does she need?
 3. What is the customer's name?
-
4. What is the fabric content of the sheets?
 5. What is the brand name?
 6. What size sheets does the customer need?
-
7. How much is the discount?
 8. What else does she need?
 9. Are the sheets available?
 10. What is her telephone number?

Telephone Language

Listen to the conversation again. The sales associates need to greet the customer. What do they say? Fill in the blanks.

Sales Associate 1: Good morning! _____ Smith's
Department Store. How can I _____?

Sales Associate 2: _____ Department. _____ you?

The customer didn't understand. She needs to hear the information again. What does she say?

Customer: I'm sorry. _____.

The sales associate can't spell the customer's name. She needs to know how to spell it. What does she say?

Sales Associate: _____.

How does the sales associate end the call?

Sales Associate: _____.

What other phrases can you use for the following workplace telephone tasks?

Answer the call

Putting on hold/Transfer the call

Ask for repetition

Ask for spelling

Ending the call

A Retail Conversation

Sales Associate: Good morning. _____.

How can I help you?

Customer: Hi. I'd like to get a Washington Nationals sweater. Do you
Have any in stock?

Sales Associate: I'm not sure, but I can find out for you.

_____.

Customer: No problem.

Sales Associate: _____ . We have plenty
of Washington Nationals sweaters in stock, in all sizes.

Customer: Great! Thanks a lot for checking for me.

Sales Associate: _____.

Thank you for holding.

Would you mind holding for a moment?

Thank you for your call. Have a nice day!

This is Wheaton Department Store.

Spelling It Out

Read and practice the dialogue with a partner. Then, use the dialogue as a guide to practice new conversations. Every time you play the customer, take one of the name cards your teacher gives you. Replace the underlined parts of the conversation with new information.

Sales Associate: Hello! Smith's Department Store. Daniel speaking. How may I help you?

Customer: Hi. Can I speak to Emily Stevenson, please?

Sales Associate: Certainly. May I ask who is calling?

Customer: This is Ravi Massumi.

Sales Associate: Could you spell your first and last name, please?

Customer: Yes. My first name is Ravi: R-A-V-I. My last name is Massumi: M-A-S-S-U-M-I.

Sales Associate: Thank you, Mr. Massumi. Would you please hold while I transfer your call?

Customer: Sure.

Sales Associate: Thank you.

Mystery Shopper 3

Instructions: Call a store and ask them for their hours of operation. What does the sales associate say to greet you? What did you learn?

Name: _____

Store: _____

Date: _____

Greeting: _____

Hours of operation: _____

What did the sales associate do well? _____

How could the sales associate improve the way he or she speaks on the telephone?

Message Pad

Message for:	Date:
	Time:
Message from:	
Phone number:	
Message:	

Message for:	Date:
	Time:
Message from:	
Phone number:	
Message:	

Message for:	Date:
	Time:
Message from:	
Phone number:	
Message:	

Message Pad

Message for:	Date:
	Time:
Message from:	
Phone number:	
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Message for:	Date:
	Time:
Message from:	
Phone number:	
Message:	

Blah Blah Blah

Practice saying the expressions.

I'm sorry. I didn't catch that.

Could you repeat that , please?

I'm sorry. What kind of sheets?

Excuse me. What are you looking for?

Excuse me. Which department?

Which expression can you use?

1. I'd like to speak to *blah blah*.

2. *Blah blah blah blah blah*.

3. Can I speak to someone in the *blah blah* department?

4. I'd like to buy some *blah blah* sheets.

5. *Blah blah blah blah blah*.

Serving Two Customers At Once Role Play Peer Evaluation

Instructions: Read the following lists of appropriate behavior for the Sales Associate in the Observing the Customer role play. Then, watch your classmates perform the role play. Use the lists to guide your comments and suggestions. You **do not need to write** your comments.

Sales Associate	
<p><i>It is appropriate to:</i></p> <ul style="list-style-type: none"> Smile Be polite and friendly Be professional Speak clearly Make eye contact Use open-ended questions to find out more information. Politely take leave of the first customer before helping the second Thank the first customer before waiting. <hr style="width: 50%; margin-left: 0;"/>	<p><i>It is inappropriate to:</i></p> <ul style="list-style-type: none"> Stand too close to the customer Touch the customer Speak unclearly, too fast, or too quietly Be pushy Chew gum, eat, or drink Say things that are too personal, casual, or rude Use too many dead-end questions. Respond impolitely to an interrupting customer Forget to take leave of the first customer politely <hr style="width: 50%; margin-left: 0;"/>
<p>What did the sales associate do well?</p> <p>What could the sales associate improve?</p> <p>What did the customers do well?</p> <p>What could the customers improve?</p>	

Providing Balanced Service

1. You have spent some time greeting a new customer and asking a few questions to get to know her. This customer is being somewhat vague about her needs and seems to just want to look around. Suddenly the phone rings and the phone customer would like some detailed information about a specific item in the store.

You should:

- Offer to call the phone customer back so you can continue asking the in-store customer more questions.
- Ask to put the phone customer on hold and then go back to the in-store customer to see if she needs any help yet.
- Help the phone customer now, allowing the in-store customer to browse on her own for a while.

2. You are in the process of ringing up a sale and there are several other customers waiting in line to pay for their items. The phone rings and the caller says, “I need a gift for my son’s birthday dinner tonight. I am really busy today, so I was wondering if you could check whether you have it in stock before I drive all the way down there.”

You should:

- Ask to put the caller on hold and check on her request as soon as you are done with your current customer.
- Explain that you’re really busy with other customers at the moment and offer to call her back. This would require stopping what you’re doing and writing down her name and phone number.
- Stop what you’re doing and go check on her item immediately, since it won’t take long and the phone customer sounds stressed.

3. You are helping a customer who has spent a long time in your department, comparing options and asking you questions about a high-priced item. You are in the middle of reading the warranty statement with this customer when the phone rings and someone wants to check on the availability of a sale item advertised in the newspaper.

You should:

- Offer to call back and discuss the sale item as soon as you are done helping the in-store customer.
- Ask to put the caller on hold while you check on the sale item, stopping on the way to assure the in-store customer you will be back with him in a moment.
- Focus on the phone customer; the in-store customer has already taken up enough of your time!

Serving Two Customers – Language

You are the only sales associate working in your store today. You are serving a customer when the telephone rings.

What do you say to the in-store customer? How do you greet the phone customer? What do you say to the phone customer that lets her know that you care but are busy at the moment?

Write your ideas below.

To the store customer: _____

To the phone customer: _____

To the store customer when you return to him: _____

Reading a Job Ad

Part 1. Read the job ad. What do the abbreviations mean? Fill out the chart below.

Customer Service
PT/FT avail. immed. at
national grocery chain.
Exp. req. Call for appt.
Jane Grey, HR Office,
Superfoods Warehouse.
202.566.8888. No
walk-ins.

PT		exp. req.	
FT		appt.	
avail. immed.		HR	

Part 2. Work with another student. Find some job ads in the Classifieds section of a newspaper. Cut and paste them here. Find new abbreviations or expressions. Write them and their meanings in the grid below.

Resource List

From the perspective of a sales associate in a particular store, write the appropriate responses to each of the questions below.

Your store: _____

Where are the nearest restrooms?

Where is the nearest public telephone?

Is there a good restaurant around here?

Where is the nearest ATM?

Are there elevators that I can use?

What are the hours of this store?

Where is the mall office?

GIVING DIRECTIONS

Note to Instructor: This activity is available as a free download from www.bogglesworldesl.com.

Telephone Skills & Ending the Call Role Play Peer Evaluation

Instructions: Read the following lists of appropriate behavior for the Sales Associate in the Observing the Customer role play. Then, watch your classmates perform the role play. Use the lists to guide your comments and suggestions. You **do not need to write** your comments.

Sales Associate	
<p><i>It is appropriate to:</i></p> <p>Smile.</p> <p>Be polite and friendly.</p> <p>Be professional.</p> <p>Speak clearly.</p> <p>Make eye contact.</p> <p>Use open-ended questions to find out more information.</p> <p>Give store or product information clearly.</p> <p>End the call appropriately and politely.</p> <p>Other? _____</p>	<p><i>It is inappropriate to:</i></p> <p>Stand too close to the customer.</p> <p>Touch the customer.</p> <p>Speak unclearly, too fast, or too quietly.</p> <p>Be pushy.</p> <p>Chew gum, eat, or drink.</p> <p>Say things that are too personal, casual, or rude.</p> <p>Use too many dead-end questions.</p> <p>Forget to give important information.</p> <p>End the call rudely.</p> <p>Other? _____</p>
<p>What did the sales associate do well?</p> <p>What could the sales associate improve?</p> <p>What did the customers do well?</p> <p>What could the customers improve?</p>	

Job Application

By Linda Blake Smith

Note to Instructor: This reading is available for free download at the following URL: <http://a4esl.org/q/h/employ/applic.htm>

Could You Hold?

Instructions: Listen to the telephone conversation between the sales associate and the customer. Fill in the blanks with the words and phrases that you hear.

Sales Associate: Good morning. Guitars-R-Us. This is Amy (1.) _____.

How may I help you?

Customer: Hi. I'm calling to find out if you (2.) _____ classical guitars made by Yamaha.

Sales Associate: I'm sorry. Could you repeat that (3.) _____?

Customer: Yamaha.

Sales Associate: Ok – Yamaha. I know we carry (4.) _____ Yamaha instruments, but I'm not sure if we have one of their classical guitars (5.) _____. (6.) _____?

Customer: Sure.

Sales Associate: Thank you. (7.) _____.

[brief pause]

Sales Associate: (8.) _____. We have three Yamaha Classical guitars in stock.

Customer: Great – thanks.

Sales Associate: (9.) _____. Would you like me to (10.) _____ one for you?

Customer: No, that's not necessary. I'll be there (11.) _____
_____.

Sales Associate: Alright Sir. (12.) _____.

We'll see you soon.

--	--

Note to Instructor: The restaurant guide and map that accompany this activity are available for free download at the following URL: <http://bogglesworldesl.com/directions.htm>

Note to Instructor: The restaurant guide and map that accompany this activity are available for free download at the following URL: <http://bogglesworldesl.com/directions.htm> **I**

Need Information (Part 1)

Instructions: Fill in the blanks below with the requested information.

1. A number (1, 6, 108, etc.) _____
2. Which do you like better, a birthday party or a wedding? _____
3. The name of a person you know (not yourself) _____
4. Your favorite color _____
5. A method of payment (cash, check, etc.) _____
6. A date in the future (example: October 17, 2009) _____

I Need Information (Part 2)

First, write the appropriate question for each of the things you need to know.

Then, take turns playing the telephone customer and the sales associate.

Instructions for sales associate: You are the sales associate in Gary's Gift Shop. Your customer calls you and wants to order some balloons. Take the customer's order.

Instructions for telephone customer: Call the gift shop. Tell the sales associate you would like to order some balloons. Answer the sales associate's questions with the answers you gave in Part 1.

Get started:

Sales Associate: Hello. Gary's Gift Shop. _____ speaking. How may I help you?

Customer: Yes. I need to order some balloons.

	Need to know...	Question	Response
1.	Number of balloons needed		
2.	The special occasion		
3.	Who the party is for		
4.	What colors the customer prefers		
5.	The way the customer wants to pay		
6.	When the customer needs the balloons		

Telephone Scenarios

Instructions: Choose a scenario to work on together. Then, write down some notes about what you want to say. What do you need to know about your store before you give information to customers? What information do you have to check on before you answer the customer's question?

Scenario 1:

A customer calls your store to find out whether you have any camping tents in stock. When you tell him what types of tents are still available, he asks what hours and days the store is open and where it is located.

Scenario 2:

You work in a flower shop. A customer calls to find out if you currently have red roses for sale. If so, he wants to know how much they are and if your store will deliver them to his girlfriend's house.

Scenario 3:

You work in a toy store. A customer calls to see if you have any Barbie dolls in stock. She wants to know how much they cost and what types of doll accessories are also available.

Write your notes here:

Unit 5:

Closing The Sale

Asking for the Sale

In this lesson you will learn some techniques for closing the sale that will make both you and your customers comfortable. If you simply said, “Do you want to buy that?”, you might make your customer uncomfortable. The trick is to make the transition to closing the sale smooth and natural – and successful. This isn’t as hard as it might sound. Once again, you’ll take your cue from the customers. Remember, you’re not asking them to do something they don’t want to do, you’re simply trying to make it easier for them to get what they want.

If a customer is obviously shopping for an item for another person, you can ask if he’d like it gift wrapped.

Sales Associate: *“That must be for someone very special. Would you like it gift-wrapped?”*

Or, if a selection seems appropriate for the current situation, you might suggest that the customer could use it immediately.

Sales Associate: *“That looks great with what you’re wearing now! Would you like me to cut the tags off so you can wear it out of the store?”*

Don’t assume the customer will tell you that he is ready to buy. However, if he appears to be ready, you can help move the transaction along by simply walking him toward the cash register. Test your guess by making a comment such as, “Do you want to put that on your charge card?” or “Do you have any more shopping to do or shall I ring that up for you now?”

S.O.L.D. is the abbreviation for four techniques that can be used to help move the customer from “I like it” to “Sold!” When the situation calls for a special approach, try one of these:

So, which will it be?

Once in a blue moon

Looks like a perfect match

Don’t keep drilling once you’ve struck oil!

So, which will it be?

This is probably the most common closing technique. It is far more effective than asking, “Are you ready?” or “Do you want to buy that?” because it only provides customers with positive options. You can close the sale by asking customers “which will it be” questions such as:

- “Will that be cash or check?”
- “Do you want that folded or left on the hanger?”
- “Would you like the gray one or the black one (or both)?”
- “Would you like that delivered or do you want to take it with you?”
- “Would you like that assembled or would you like it still in the box?”

Remember, though: if the customer is still uncertain, then you may need to ask more questions.

Once in a blue moon

This technique is tricky. It should be used only when it is appropriate. If your customer is considering the last item in stock, or if your store is offering a temporary special, you’ll want to let the customer know so he doesn’t miss out on a “once in a blue moon” kind of opportunity. However, you should never use this method to trick customers into buying something. You are sharing information, not threatening the customer that he is going to miss out on something! When you feel the customer would want to know about a special situation, you might explain in a manner similar to the following examples:

- “These are limited edition items and our store only received a few of them.”
- “Do you know that we are having a three-for-the-price-of-two special on garden tools this week? If you buy two, the third one is free.”
- “I just want to let you know that the sale ends today and these go back to regular price tomorrow.”
- “This book has been very popular and this is the last one we have in stock.”

Looks like a perfect match

If you have spent the time getting to understand your customer's needs (and hopefully you have!), you can also help him reach a decision by reviewing the features and benefits of the item he is considering. To be most effective, you should also acknowledge any objections he has voiced and show him how the benefits may outweigh those objections. If Mr. McMullen is concerned that the golf cart he likes is too expensive, you can help him review why he chose this model in the first place.

Mr. McMullen: “Wow, this costs almost as much as I paid for my first car in high school.”

Sales Associate: “This is a difficult idea to get past, isn't it? But this model holds four people and all their golf clubs. That is something you said was important for your business situations. It also has a built-in cooler that will allow you to take along your own refreshments during long games. It also has those special features that make the ride more comfortable. It sounds like this model is the best value for the features you are looking for.”

Mr. McMullen: “Yes, I did say all of those things were important to me...that's why I'm replacing my old cart. Ok, let's do the paperwork so I can get back to the golf course!”

Be patient with the customer. Sometimes it takes the customer a while to reach a decision, especially for higher-price merchandise.

Don't keep drilling once you've struck oil!

In other words, if the customer has indicated she is ready to buy, do your job and close the sale. If you continue to try and “sell” her once she has made her decision, she may get impatient or frustrated and change her mind about buying from you. Customers will be most happy with their purchases if *they* feel they made the decision, not you! And you don't want to waste their time...you want customers to have a good memory of working with you, not a bad one.

Adapted from CRISP Series Workbook 7: Closing the Sale, pp. 20-25.

Counting Out Change

Instructions: Using play money, work with a partner to count out each amount of change, using the *fewest* coins and bills possible.

1. 78¢

2. \$47.23

3. \$19.45

4. \$35.99

5. \$8.19

6. \$18.88

7. \$27.53

8. \$33.33

Counting Back Change – Small Numbers

Instructions: Look at the total cost of the items and the amount of money the customer gave. Write the amount of change that the customer should receive in each transaction.

Example: Total cost: \$5.67 Amount given to sales associate: \$6.00

Change to be given back: 3 pennies, 1 nickel, 1 quarter

For a total of: 33 ¢

1. Total cost: \$7.28 Amount given to sales associate: \$10.00

Change to be given back _____

For a total of _____.

2. Total cost: \$3.21 Amount given to sales associate: \$5.00

Change to be given back _____

For a total of _____.

3. Total cost: \$4.78 Amount given to sales associate: \$5.00

Change to be given back _____

For a total of _____.

4. Total cost: \$1.47 Amount given to sales associate: \$5.00

Change to be given back _____

For a total of _____.

5. Total cost: \$6.76 Amount given to sales associate: \$10.01

Change to be given back _____

For a total of _____.

6. Total cost: \$4.28 Amount given to sales associate: \$10.03

Change to be given back _____

For a total of _____.

Counting Back Change – Large Numbers

Instructions: Look at the total cost of the items and the amount of money the customer gave. Write the amount of change that the customer should receive in each transaction.

Example: Total cost: \$5.67 Amount given to sales associate: \$6.00

Change to be given back: 3 pennies, 1 nickel, 1 quarter

For a total of: 33 ¢

1. Total cost: \$12.45 Amount given to sales associate: \$20.00

Change to be given back _____

For a total of _____.

2. Total cost: \$5.74. Amount given to sales associate: \$20.00

Change to be given back _____

For a total of _____.

3. Total cost: \$25.62 Amount given to sales associate: \$50.00

Change to be given back _____

For a total of _____.

4. Total cost: \$12.13 Amount given to sales associate: \$15.15

Change to be given back _____

For a total of _____.

5. Total cost: \$17.04 Amount given to sales associate: \$20.05

Change to be given back _____

For a total of _____.

Mystery Shopper 4

Instructions: Go to any retail store. Buy an item with cash. It can be a small item, such as candy. (If you would prefer not to buy anything, just observe a cash transaction.) Pay attention to how the sales associate greets you (or the customer) at the cash register and what the associate says and does. Pay attention to *how* he or she gives you back your change.

Afterwards, write about your experience below.

Name: _____

Store: _____

Date: _____

1. What did you buy? How much did it cost?
2. Did the sales associate *ask for the sale*? If so, what did he or she say and do?
3. If you met the sales associate at the cash register, how did he or she greet you there? What did he or she say and do?
4. How did the sales associate give you back your change? What did he or she say and do?
5. What did the sales associate do well? What could he or she improve?
6. What, if anything, will you do differently when you are a sales associate?

Cash Register Vocabulary

Instructions: Read the story and fill in the blanks with words from the box below.

scan	drawer / till
receipt	job
barcode	change
cash register	ring up
sales tax	

I just started a new (1.) _____ and I have to learn how to operate the (2.) _____ . First, you (3.) _____ each item. The information about the price is in the (4.) _____. Then, you (5.) _____ the total. The cash register adds the (6.) _____ (in Maryland, 5%). The customer gives you the money, and you put it in the (7.) _____. You also need to give the customer the correct _____. And don't forget to give the customer the (8.) _____!

Reconcile the Register

A: At the beginning of her shift, Anna puts \$20 in her register so that she can make change. At the end of her shift, first she calculates all her receipts. She has made \$80 in sales.

Total From Receipts	\$80
Float	\$20
Total	\$100

Then she counts the cash in the drawer. She has \$100.

Is the register balanced? _____

=====

B: Draw a line between the words in Column 1 and their definitions in Column 2. Then, fill in the sentences in Part C with the words from Column 1.

Column 1

Column 2

float

To add up.

cash balance

To check that there is the correct amount of money in the register.

calculate

Money that goes into the register

reconcile

The amount of money in the register at the end of the shift.

=====

C: At the end of your shift, you must _____ the register. First, _____ the total from your receipts. Now, add the _____. Compare the total to the _____. They should be equal.

Reconciling Practice

1. The float is \$89.95. The final cash balance is \$379.07.

Receipts	\$13.99
	\$14.99
	\$7.02
	\$253.12
Total From Receipts	
Float	
Total	

Is the register balanced?

2. The sales associate puts \$100 in the till at the beginning of the day. She counts the money at the end. She has \$215.73.

Receipts	\$79.99
	\$43.55
	\$12.19
Total From Receipts	
Float	
Total	

Is the register balanced?

3. When the sales associate begins his shift, the float is \$24.55. His final cash balance is \$86.81.

Receipts	\$12.50
	\$32.99
	\$16.77
Total From Receipts	
Float	
Total	

Is the register balanced?

Paying with Cash

Cashier: Your total comes to \$48.37.

Customer: Ok. Here you go. [*Hands a 50 dollar bill to the sales associate.*]

Cashier: Out of \$50? [*Pause*]

Your change is \$1.63. [*Counts out the change.*] That's one dollar and sixty-three cents. [*Puts the money in the customer's hand as it is counted.*]

And here is your receipt. [*Hands receipt to customer.*]

Customer: Thanks!

Cashier: Thank you. Have a nice day.

Cash, Check, or Charge?

Instructions: Listen to the taped conversation. Fill in the blanks below with the missing words and phrases.

Sales Associate: Your total is \$49.99. Will that be cash, check, or _____?

Customer: I'd like to pay by check today. Who do I _____ the check _____ to?

Sales Associate: Wheaton _____ Stores.

Customer: How do you spell Wheaton?

Sales Associate: That's W-H-E-A -T; like Tony - O-N; N like Nancy.

Customer: Great, thanks. And that's _____, right?

Sales Associate: That's right. And _____ some ID, please?

Customer: No problem.

Sales Associate: Great, thanks. _____ any help carrying these _____ out to your car?

Customer: No, I'm fine, thanks.

Sales Associate: Great. Well, you have great day, and _____
_____ at Wheaton Department Stores.

Personality Test 1

Instructions: Read each statement. Then, circle the level of agreement or disagreement with that statement.

1. Becoming successful is mostly a matter of being in the right place at the right time.

Strongly Agree Agree Disagree Strongly Disagree

2. Doing your job well brings you satisfaction.

Strongly Agree Agree Disagree Strongly Disagree

3. Everyone at some time in their adult life has stolen something.

Strongly Agree Agree Disagree Strongly Disagree

4. It is important to have people in your life you can depend on.

Strongly Agree Agree Disagree Strongly Disagree

5. Most bosses don't care if their employees always come late to work.

Strongly Agree Agree Disagree Strongly Disagree

6. Most people will try to take advantage of you if they get half a chance.

Strongly Agree Agree Disagree Strongly Disagree

Personality Test 2

Instructions: Read each statement. Then, circle the level of agreement or disagreement with that statement.

1. Most places don't care much if employees take a few things home with them from work.

Strongly Agree Agree Disagree Strongly Disagree

2. Rarely have you been so upset that you wanted to leave home.

Strongly Agree Agree Disagree Strongly Disagree

3. The members of your family have gotten along well together.

Strongly Agree Agree Disagree Strongly Disagree

4. When you are very tired, you get crabby.

Strongly Agree Agree Disagree Strongly Disagree

5. You are a confident and self-assured person.

Strongly Agree Agree Disagree Strongly Disagree

6. You are not very sure of yourself.

Strongly Agree Agree Disagree Strongly Disagree

7. You find it easy to influence others.

Strongly Agree Agree Disagree Strongly Disagree

8. You freely admit your mistakes.

Strongly Agree Agree Disagree Strongly Disagree

9. You go by the saying "Don't get mad – get even."

Strongly Agree Agree Disagree Strongly Disagree

Personality Test 3

Instructions: Read each statement. Then, circle the level of agreement or disagreement with that statement.

1. You have a lot of energy and drive at work.

Strongly Agree Agree Disagree Strongly Disagree

2. You have done your share of “raising hell”.

Strongly Agree Agree Disagree Strongly Disagree

3. You have sometimes been jealous of other people.

Strongly Agree Agree Disagree Strongly Disagree

4. You love to take chances.

Strongly Agree Agree Disagree Strongly Disagree

5. You tend to “turn the other cheek” rather than start a fight.

Strongly Agree Agree Disagree Strongly Disagree

6. You tend to be resentful if you don’t get your own way.

Strongly Agree Agree Disagree Strongly Disagree

7. You usually like to take it easy at work or play.

Strongly Agree Agree Disagree Strongly Disagree

8. Your attitude at work makes a difference to your job performance.

Strongly Agree Agree Disagree Strongly Disagree

9. Your successes and failures have resulted from your own actions, not chance or luck.

Strongly Agree Agree Disagree Strongly Disagree

Identify the Discount

Instructions: Read the descriptions in the advertisements below. Then, match the appropriate word or words from the box with each advertisement. Write the words next to the ad.

regular price merchandise	coupon
sale	special promotion
clearance	

1.

**December 26th – All
Christmas Items
Reduced**



**Everything Must
Go!**

2.

KIDS' SOCKS

Only \$2.69 a pair



3.

\$1.00 OFF your next
purchase of.... MINT FRESH
toothpaste



CoolClips.com

4.



NEW!
***Sugar Bears
Cereal***

Two boxes ...
for the price of one!
For a limited time only –
hurry!

5.

**Ladies' Boots..... Were \$80,
but now only
\$55.99!**



Unit 6:

Handling Problems and Complaints

May I Interest You In....

Instructions: Working with a partner, list all the possible suggestions to go with the products listed below.

Product	Suggestions to go with the product
silverware	napkins, tablecloth, silver polish
stationery	
shower curtain	
man's suit	
shoes	
woman's dress	
? _____	

Return Policy

Part A - Instructions: Read the return policy below.

**Smith's Department Store
Return Policy**

All merchandise, except sale and clearance items, may be returned within 30 days of the purchase date. Items must not be damaged or show wear. Items may be returned for store credit only; no exceptions.

Part B – Instructions: It is important for you to be able to explain the store's return policy about merchandise before the customer leaves the store. This should be done in a polite and helpful manner. Working with a partner, read each scenario below and write what you could say to the customer.

1. If your customer just bought some shoes, how might you tell her about the return policy above? (The shoes were not on sale)

2. Your customer just bought some Independence Day decorations on clearance. How might you politely tell him about the returns policy above?

Limited Warranty

Part A: Read the warranty below.

Zap Computers warrants that this computer, if properly used and installed, will be free from defects in materials and workmanship and will substantially conform to the company's specifications for a period of three years after the date the computer was purchased.

If the computer processor fails during the warranty period for reasons covered by this Limited Warranty, the company, at its option, will:

Repair the processor by means of hardware and/or software; or

Replace the processor with another processor; or

If the company is unable to repair or replace the particular processor, **refund** the then-current value of the processor.

This Limited Warranty does not cover damages due to external causes, including accident, problems with electrical power, usage not in accordance with the product instructions, misuse, neglect, alteration, repair, improper installation, or improper testing.

Part B: Place a check by each of the following situations in which the computer processor is covered by the warranty. [The customer bought the processor on October 6, 2005.]

1. _____ The processor quit working after it was hit by lightning during a thunderstorm.
2. _____ The processor quit working for no particular reason on October 7, 2007.
3. _____ The process quit working when coffee was accidentally spilled on it.
4. _____ The processor suddenly stopped working after the customer had typed a 100-page report.
5. _____ The processor quit working after not being used for two weeks.

Handling Complaints

Instructions: Listen to the taped conversation, *Broken Dinner Set*, one or two more times. On the lines below, write down all the expressions you hear the sales associate say to calm down the customer and satisfy her.

Responding to Customers' Signals

Instructions: Circle the letter of the response you think would be most effective for closing the sale in the following situations.

1. The customer has looked at several watches and seems to like one more than the others. She tries it on, even sets it to the correct time. She asks if the band can be changed to another style; you show her the options and she likes one.

Sales Associate Responses

- a. "Do you want to look at any other styles?"
- b. "Will that be cash or charge?"
- c. "Shall I go ahead and replace the strap for you or do you want to keep both styles for different uses?"
- d. "We'll be having a special on watches next month."

2. A customer returns to the store for a second time in one day to take another look at a bicycle for her child. She says she has decided to take it and asks if someone can help her get it to her car.

Sales Associate Responses

- a. "Yes, I'd be happy to carry it out for you. After you left, I remembered we had another style you might be interested in; do you want to see it?"
- b. "Yes I'd be happy to carry it out for you. You've made a great choice and I'm sure your daughter is going to love this one!"
- c. "Yes, I'd be happy to carry it out for you. It's a good thing you came back; I had another customer come in after you who was pretty interested in this one."
- d. "Yes, I'd be happy to carry it out for you. Will that be cash or charge today?"

3. A customer has tried on a pair of shoes that are on clearance. She obviously likes them but expresses concern that she won't really be able to use them until the season changes again.

Sales Associate Responses

- a. "Oh, I think you could wear them this season – I would!"
- b. "Well, we just got a shipment of new shoes for this season. Would you like to look at some of those?"
- c. "It's true you probably won't wear them right away. But because they are a classic style, you really can't go wrong buying them on sale and hanging on to them until next season."
- d. "These are the only pair left in your size. If you really like them, it might be worth it to buy them now and put them away for next season."

Unit 7:

Ready To Work

Work as a Team

Scenario: You are all the managers of a large supermarket. You are having a lot of problems, and your customers are not happy. There is a long list of problems. Discuss these problems with the other managers and decide together on a good solution to each problem.

Here is some language you can use to discuss the problems:

Talk about problems:

One problem is that... (sentence)

→ One problem is that the milk spoils.

One problem is ...(noun)

→ One problem is the spoiled milk.

Talk about solutions:

One solution is to ...(verb)

→ One solution is to get better refrigerators.

I think we should... (verb)

→ I think we should get better refrigerators.

Agreement:

I think that's a good idea.

I agree with _____.

I am for _____.

Disagreement:

It's a good idea but..._____.

I disagree with _____ because...._____.

I am against _____ because..._____.

The problem with that is....

This activity is an adaptation of Problems and Solutions found at www.bogglesworldesl.com.

Customer Service What-Ifs

What would you do if...

1. ...you were wearing nice clothes and your boss told you to dress more appropriately for work?
2. ...you found out that one of your job references said something negative about you?
3. ...you saw a co-worker having trouble with a cash register, but you had a line of customers waiting for you?
4. ...a customer asked for a particular product that is out of stock?
5. ...a customer wants to pay with a check, but she doesn't have a photo ID?
6. ...a customer's child spills a drink on the floor?
7. ...a customer's child knocks a glass on the floor, and it breaks?
8. ...a customer yells at you over the telephone?
9. ...a customer talks too fast on the telephone and you can't fully understand him?
10. ...you were the only employee in the store, and the phone rings while you are helping another customer?

Customer Service Review Scenarios

Written by Class of Fall 2005

1. You work in a restaurant and two people come in together. They want to place a carry-out order right away, and tell you they are in a hurry. Also, at the same time, the telephone rings. The person on the telephone wants another carry-out order. The people in the restaurant are being very impatient.
2. You are working in a women's apparel store. A customer comes in. You greet her. The customer seems to be having trouble making a decision about what to buy.
3. You work in a drugstore. You're serving the customer, and at the same time, another customer asks you how to use the photo machine. What do you say?
4. You work in a coffee shop. One customer comes in and requests a \$15 gift card. He pays with a credit card, and you accidentally charge him \$50! He is not happy about the situation. What do you say? What do you do?
5. You work in a 7-11. A boy comes in and tries to buy cigarettes. However, he looks like he might be younger than 18 and he does not have ID. When you tell the boy that you cannot service him without ID, he becomes very angry. What should you say and do?
6. You are a cashier at a thrift store. A customer bought a big lamp and a bread machine but she cannot take them back by herself, because she does not have a car. She asks if you have delivery. Unfortunately, you do not, but you can keep it for her while she gets somebody to help her. You can hold the items until 7 PM. Help her to leave satisfied.
7. You work in a computer store. You help the customer choose the correct set of headphones (with a microphone). You begin to help the customer purchase the item when the telephone rings. The customer on the phone is angry because he had bought a computer at your store and not all the features he had requested were in the box. Deal with both customers.

Portfolio Workbook

PORTFOLIO WORKBOOK

Job Skills Worksheet

What can you do well?	How do you know you are good at it?	Who else knows you are good at it?

Reference List Worksheet

Name: _____	Position: _____
Company: _____	
Address: _____	

Phone: _____	

Name: _____	Position: _____
Company: _____	
Address: _____	

Phone: _____	

Name: _____	Position: _____
Company: _____	
Address: _____	

Phone: _____	

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Reference List

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Instructor, ESOL Customer Service Training
MontgomeryWorks Sales & Service Learning Center
11160 Veirs Mill Road, Ste. LLH-17
Wheaton, MD 201110
(240) 403-3600
Kelly_Conerton@montgomeryworks.com

Employment History

Employer:	Job Title:
Address:	Duties:
Telephone Number:	Supervisor:
Reason for Leaving:	
EMPLOYMENT DATES	
Start:	Finish:

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Start:	Finish:

Carmen Hurtado
429 Oak Street, Apt. 3
Wheaton, MD 20116
(240) 838-4402
churtado@yahoo.com

HIGHLIGHTS OF QUALIFICATIONS

- Over 7 years experience in Customer Service.
- Outstanding organizer and supervisor.
- Proficient in English and Spanish, with excellent communication skills.

PROFESSIONAL EXPERIENCE

Sales Associate, Blake's Department Store **2004 - present**
Rockville, Maryland

- Greet, assist, and ring up customers in the Housewares Department, and answer telephone calls.
- Maintain store appearance; design and coordinate product displays.

Customer Call Operator, Quality Electric **2002-2004**
Reston, VA

- Answered up to 300 calls a day and transferred customers to appropriate departments in a large multi-division company.
- Coordinated shift schedules and facilitated team meetings..
- Trained new operators and participated in 3 professional development workshops.

Banquet Server, Marriott Hotel **1999-2001**
Bethesda, MD

- Served meals to customers as part of a 20-server banquet staff.
- Efficiently managed set up of the evening meal shift, reducing set up time by 20 minutes.

EDUCATION

Customer Service and Retail Sales Certificate, Sales & Service Learning Center **2007**
Wheaton, Maryland

Advanced English for Speakers of Other Languages, Montgomery College **2006**
Wheaton, Maryland

BA, Political Science, University of Nicaragua **1992**
Managua, Nicaragua

References Available Upon Request
Key Past Tense Verbs for the Resume

started	attended	obtained	managed
planned	assisted	participated in	organized
worked	volunteered	served	supervised
increased	conducted	coordinated	improved
developed	accomplished	completed	maintained
operated	reduced	reorganized	supported
utilized	set up	facilitated	achieved

Key Adjectives for the Resume

Effective	proficient	qualified	resourceful
Versatile	energetic	consistent	skilled
Trained	experienced	knowledgeable	familiar

Common Interview Question Practice

Question: _____

Remember the Four Rules for answering interview questions:

1. Always be positive (about yourself and others).
2. Speak clearly (and not too fast).
3. Be informative but brief.
4. Give examples.

Good answers to this question:

Other notes about this question:

Common Interview Question Practice

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Other notes about this question:

Common Interview Questions

Instructions: Use the following 7 questions in your Interview Role Play.

1. Tell me about yourself.
2. Why should we hire you for this position?
3. What are your weaknesses?
4. Give me an example of a problem you had at a previous job. How did you resolve it?
5. Why do you want to work for our company?
6. Why did you leave your last job?
7. Do you have any questions for us?

More Common Interview Questions for Practice:

What gives you satisfaction at work?

How do you handle complaints from customers?

What did you like the most about your last job?

What did you like the least about your last job?

Give me an example of something you've done that would show your attention to detail.

Give me an example of a time when you had to multitask at work.

How do you react when someone criticizes you at work?

Describe your ideal work day at your last job.

References

References

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